

APR 8 1913

"A Little Child Shall Lead Them"

CHILD-WELFARE MAGAZINE

Vol. VII

APRIL, 1913

No. 8

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PUBLISHED MONTHLY
FOR THE CHILD-WELFARE COMPANY
BY J. B. LIPPINCOTT COMPANY
227 South Sixth Street, Philadelphia

\$1.00 A YEAR

10 CENTS A NUMBER

Entered as Second Class Matter, November 29, 1909, at the Post Office at Philadelphia, Pa.,
under Act of March 3, 1897

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Seventeenth Child-Welfare Conference National Congress of Mothers and Parent-Teacher Associations
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Vol. VII

APRIL, 1913

No. 8

The President's Desk

PARENTS' EDUCATIONAL BUREAU TO MOTHERS

MANY letters come to us from mothers who want help and advice. All of these receive careful answers by those whose experience and education have qualified them to advise wisely. The National Congress of Mothers is fortunate in having for its Corresponding Secretary, Mrs. Arthur A. Birney, a woman whose nine children grown to useful manhood and womanhood, combined with her many years' study of child nurture and needs, have given her unusual qualifications for answering parent's questions.

CHILD-WELFARE MAGAZINE also commands on its editorial staff the service of those who have been through all the problems that come to parents, and are ready and glad to advise any parent who would like the benefit of such counsel. There is no charge for this service, but if a personal reply is expected a stamp should be enclosed.

THE ABOLITION OF VICE

VICE commissions in many cities are studying the causes of vice and the reasons girls are led to ruin. There seems still to be little emphasis placed on the fact that no girl falls alone, but that the man is equally guilty. That girls are led to ruin by love of dress and good times is resented by those who have passed through this tragedy.

The following letters throw light on the subject with messages that are wrung from the very hearts of the writers. That they voice the facts in most cases of women who are in the under-world cannot be doubted by those who go honestly into this question.

Letters received by the vice-commission, in Chicago, from women of the under-world mocked at the work which the members are doing.

One of these letters signed K. R. L., reads:

"To the Commission: Girls don't go wrong because they are hungry or because

they need clothes. They go wrong because they are tempted by lies and overpowered by the evil in men.

"They listen to the fair and pretty things that men tell them and they fall because they think they can trust themselves and trust the tempters. It is not the employer. I was a good girl and I worked in a store.

"I didn't get much money, but that didn't matter. I lived on \$8 a week and would be living like that now—but I met men. They seemed to consider me their prey, and all the time it was fight, fight.

"They wanted to be nice to me, they said, and to take me to the theatre, and treat me fair, and give me a chance to enjoy life.

THOUGHT ONLY WOMEN WERE BAD

"I didn't know men were bad—all bad—where a girl is concerned. I thought only women were bad. I thought all a girl had to do to remain good was to be truthful with herself.

"God pity women who think that and who keep their trust in men until it is too late.

"Every day it was someone else—always smiling at me—always trying to give me a 'fair chance' to be happy.

"In the street they followed me. Those I could avoid—but the 'friends' who hung around!

"That is the big secret of the thing that makes a good girl bad. If they had let me be—if they had only let me live as I wanted to, I wouldn't have had to sink into the room when your commission was trying to solve things and wouldn't have had to sit in a corner with my veil down, afraid to look good women in the face."

SENATORS CALLED HYPOCRITES

Another cry from the under-world echoed the words of the letter above. It was more bitter, though, and it read in part:

"You're looking for the things that made such women as I. Low wages, dance halls, hunger, cold; they all helped a bit, but they didn't turn the trick themselves. You're all a bunch of hypocrites, afraid to look the thing in the face and afraid to learn the truth.

"I don't know any girls who sold themselves for money to buy bread or clothes. But I do know lots of us who hit the road for hell because a lot of blackguards kept hounding us with their rotten 'attentions.'

"God help the men and not us. We're all right when we start. All we need is to be left alone—there are hundreds and hundreds of kids and sports who hang around State street and wait like wolves for the tired girls to leave the store.

"Why don't you make the men be good?

"All the wages in the world won't help us. Make the men good and the girls will be good.

"Now they haven't got a chance and they never will have as long as the law smiles at one and spits at another."

This letter was signed with the initials L. M.

The only effective way to prevent the degradation of women is to educate boys to the same standard of morality that is required of girls, to consider them equally guilty when they violate this standard.

Home and church should take this in hand, and in no uncertain way give to both boys and girls high true ideals of their duty in this regard.

Manhood, knighthood would guard and protect mothers and sisters. Let the spirit of protection be extended to include every woman.

Mothers, Fathers, Clergymen—is not this your opportunity and your duty? The heart-rending messages of thousands of women, once innocent but betrayed, call to you to prevent other girls and other boys, now innocent, from treading this downward path.

It is impossible to relegate this duty to the schools. They are not constituted to perform it. They may and should teach physiology and biology without omission of any function of the body. They should not be expected to do more.

A Parents' Association in every school and every church furnishes the opportunity to present to all parents the importance of definite, careful training for their boys and girls. It is the parents who must be helped to meet their responsibilities, rather than to throw the burden on teachers to whom it does not belong. Every church has a great responsibility. It should assume it, and church and home should together work to raise the moral standards of the present generation.

The school's best method of promoting morality is to establish parent-teacher associations, to encourage every parent to join, to see that each year the necessity for parental instruction in hygiene and the methods of giving it are emphasized in at least one meeting. Instead of burdening the school with the task of remedying every failure of humanity, why not recognize that home, church, and state have equal responsibility?

There are some things that should not be required of our already over-taxed schools. Home and church are not ready to resign all obligation for child nurture and moral training. They are equally teachers of the children. They can greatly increase their efficiency by application of pedagogic and psychological principles to their methods of teaching.

The state will take a long step forward in dealing with vice when it metes out the same punishment to the man who falls as it now gives to the woman. There is no place where good women are more needed than in the court administration of cases where raids and prosecutions bring unhappy women before the bar.

Protected happy women little know the tortures and degradation their unfortunate sisters suffer. Women only should have jurisdiction over cases of women. Such cases are not for the ordinary court room with its publicity and its crowds of curious men, watching the opportunity to prey on those who are often powerless to resist.

THE RELIGIOUS EDUCATION ASSOCIATION IN CLEVELAND, MARCH 10-14.

THE Home's Department of the Religious Education Association is in charge of the National Congress of Mothers. Two sessions were held which brought definite plans

for important work. The establishment of a parents' association in every church, and a parents' department in every Sunday-School was recommended. A committee was appointed to promote this, and to outline the course of study which should be taken up.

The primary responsibility of parents in the spiritual nurture of the little children will be emphasized. The methods by which God's laws may be applied to the every-day life of little children, the methods for older children will be shown. The church and Sunday-School cannot have the opportunity of the parents who live with the children. They can greatly help by showing parents their duty, and helping them to do it effectively. Clergymen of many denominations are asking advice and help, seeing the great possibilities of this auxiliary to their work of character-building.

Religious Education of Children—Old and New View-Point

It was not so long ago, that underlying practically all religious instruction of the young was the assumption that a child is not a child of God until by conversion and confession it declares itself so to be. Rather its nature is depraved. Its bent is to evil and sin. It is counted among the transgressors. It must be converted. In order to conversion it must be instructed. And practically all religious teaching for children proceeded from this point of view. In catechism and otherwise the doctrines of the Church were taught to children, much the same as those taught to adults, with this general idea in mind, that later the children could come by these teachings into spiritual life. By them they would experience the narrowly defined conversion which alone the instruction recognized as such. Consequently dogma and Scripture were zealously taught the little minds and drilled into the memories of the children. There was no previous effort to know the child; and there seemed to be no resources in the child himself. It was an hereditarily depraved nature, that had to be dealt with, so the assumption was. Not to draw out something better, but to instruct the child in something better, was the aim. Religious instruction was a transfer of ideas, simply an imparting of knowledge. Always underlying it was the assumption that later, if the child so decided, he could enter by these ideas into spiritual life. This lay in the future. Some day the child would be

saved by his religious knowledge and converted into a child of God.

I suppose if any one man is to be given much credit for introducing the new point of view, it would be Bushnell, whose "Christian Nurture" was published in 1846. Bushnell said that the new life imparted from on high might and did begin in early childhood. God is the prime factor in the religious education of a child. Each child is His child, instructed by Him in a religious life, a religious child-life. God puts precious resources in the little soul, religious instincts, ideas. The beginnings of spiritual life are to be found in childhood. So Bushnell and others introduced a new point of view, all-pervading, into the most ancient branch of instruction. And instead of heaping catechetical and other information on the little mind and memory for later use, the effort now is to get into touch with what God has already begun in each child and bring it out. The disconnected religious ideas which the child has are confirmed and amplified. The religious impulses Divinely planted in him are cultivated. Religious instruction pursuant upon the new point of view is not giving the child information chiefly of use to him only later, but is the training and education at once of the beginnings of spiritual life in him. It is training him not *for* religion but *in* religion. It is training him not for adult spiritual life but in the religion of a child meanwhile, stage by stage.

That is, in place of the assump-

tion that the child is depraved by nature, we assume that there is a germinal spiritual life in a child. He comes to the teacher with the beginnings of spiritual character already made. And we practice this new point of view with greater assurance if we know this to be the fact,—that a child comes equipped with spiritual resources which the teacher of insight, reverence and sympathy can develop.

The new point of view at once prescribes the manner in which the pupil is to be approached. Not with the idea simply of imparting knowledge to him. Here is not a mind and memory upon which the teacher is to dump as many ideas and teachings as he can. He will first discover the child's present religious life, his little spiritual interests, his religious imaginings, instincts and ideas. What he sets about is the cultivation of these, not the transfer of ideas out of his own head. He teaches to develop the beginnings of spiritual life already made in the pupil. He observes and respects and cultivates the rudiments of religious character which he finds to hand in the child. This, very generally said, is the manner prescribed. The new point of view limits as well the material which the teacher is at liberty to use. It is only such as is suited to the stage of the child's development, mental and spiritual. Child-beliefs, child experiences, child moods, are what the teacher deals in. Many children's hymns might forcibly illustrate the old point of view, which assumed the child's depravity, as for instance one containing the lines

"Little children, stop and think,
Turn away from ruin's brink."

But this which we use so frequently in our Sunday schools will do. It is definitely suited to the closing exercises in a school, of course; but not to children. To most adults at most times the world is no wilderness; it is a special, mature spiritual mood, of thorough dissatisfaction with things earthly, that finds it so. Ordinarily the world is what Genesis says God pronounced it to be, and not hostile to our best interests, nor barren of spiritual result. To children it is God's world. He made it. He made it beautiful. And it has seemed more and more queer to me to hear children, happy in a world whose sensuous freshness is what most they take in singing.

"O refresh us,
O refresh us,
Traveling through this wilderness."

The idea is foreign to them, untrue to their experience, meaningless, unless it rings false to them.

A writer on the subject of the training of children in religion makes a like point in the case of the little prayer which children are so often taught, beginning, "Now I lay me down to sleep." He says, "It is an inadequate and rather selfish petition and it dwells with inordinate emphasis on the immediate probability of death—the idea of death is naturally and properly remote from the minds of children; and the suggestion that we are quite likely to die before we wake is not supported by ordinary experience." These instances will illustrate how the new point of view defines the material which the teacher training a child in religion has at hand.

It is for the teacher to use only such material as affects the spiritual life which the child already has, and which calls it out and trains it. He is not to conduct a course of instruction we might say "regardless." He has to do with the development of a living organism, the spiritual man, the rudiments of which he is to find in the child; and all the material he uses must go to develop those rudiments or be condemned by the child himself, whose attention will at once wonder. The teaching and training will not therefore be addressed solely to the understanding or deliberate will. The teacher must get behind these into the heart of the child. His material must be devised to reach into these bits of spiritual life in the child, and suffice to educate the pities, the little loyalties, the impulsive generousities, the childish ideas of God as Father, the instincts of dependence. It is easier to do this than to teach the child numbers or manners; there are more native in-

stincts to educate in the first case. A child naturally prays. He does not understand the act. He does not deliberately will it. He follows an instinct. All religious instruction and training can proceed by the cultivation of such instincts and kindred ideas.

A child's world is a wonder-world. Heroes fill it. He has an impulsive loyalty which he pays to heroes. Better than any doctrine about the Lord is it to call out this loyalty to heroes and fix it on the Lord, whose name shall be called to the child "Wonderful." The child will be paying as much allegiance then, in proportion to his resources, as the adult whose attractions to the Lord rests upon the fact that the Lord is his Saviour. He will be trained in child-religion. He will have a spiritual childhood, and not simply pass through a period sure to irk him then, when he is only trained for adult religion.

W. F. WUNSCH.

The Measure of Man

"I measure men by the bigness scale—

A man is all that he means to be;
His heart may falter, his feet may fail,
And yet the man is the same to me.
I've never looked on the perfect tree
That showed no mark of the winter's gale,
And never perfect the man I see—
I measure men by the bigness scale.

"I measure men by the bigness scale,
Nor ask what defects may lie below.
I know the soul of the man is frail,
I know the hope of the man is slow,
I know the thorns that around him grow,
The brambled ways that his feet assail—
The best of man is the man I know,
I measure men by the bigness scale.

"I measure men by the bigness scale;
In ev'ry mortal two men there are;
The man who looks from the gloomy jail
May fix his gaze on the shining star.

For life is long and the way is far—
For some the sun and for some the hail,
The good to save or the ill to mar—
I measure men by the bigness scale.

"I measure men by the bigness scale;
I measure men by a simple rule
I learned myself by the lonesome trail,
The stony path and the murky pool,
I learned myself in the sterner school
Where right may lose and the wrong prevail—
And, saint or sinner, or sage or fool,
I measure men by the bigness scale.

"I measure men by the bigness scale;
I pray that others may measure you
Not by your lifetime's tangled tale
But by the things you tried to do.
I sometimes look to the skies of blue
And catch the spirit of Holy Grail
And know, and know, when the game is
through,
Christ measures men by the bigness scale!"
Sierra Educational News.

Pre-Digested Literature

EDITH HARMAN BROWN

THE stomach and the mind of the child of to-day seem to be undergoing very similar treatment in regard to nourishment. The appearance on the market of so many foods claiming to sift the chaff from the wheat, the corn from the husk, and to eliminate all that is not easily and instantly digested, has left us with the feeling more or less that all that remains to us is to open our mouths, and presto! our teeth and our digestion are absolved from any further responsibility.

This treatment may be all very well for the grown person who, persuaded by the food advertisement, elects to harken to the cry of an overworked and experienced stomach in its demand for a vacation.

But how is it with the child who is daily fed on pre-digested food and drink from which sometimes essential elements of nutrition are separated? Experience in many cases has proved that, while such a little stomach behaves itself very peaceably when under the supervision of the trained nurse, or the over-watchful mother, as soon as it takes unto itself any untried article of diet, the unused digestive forces brought into play, too often prove unequal to their task. I have in mind a little girl whose diet is the result of hours of anxious and well-nigh prayerful consideration, the quantity calculated to an ounce, and the variety extremely limited. "Molly never eats this," "I never allow her to touch that," "She

won't taste such and such a thing"—these are samples of the conversation that one hears when lunching with the mother of Molly. The result has been that, as surely as the child goes out to a meal with companions whose food has not been digested for them, her poor little stomach immediately goes on strike, her temperature rises, and she is frequently laid up with a severe bilious attack.

Although doubtless, we are all agreed that over-feeding and injudicious feeding are worse than under-feeding, is there not something to be said in favor of a digestive apparatus of wider capabilities, and one better qualified to meet with the emergencies of life?

Have we not here a very clear analogy between the food physical and the food mental of the child of to-day? If there ever was an age of pre-digested reading it is the present one. It is only necessary to glance over the display of juvenile publications to notice that the books most in evidence and most recommended by the sellers, are those that present history and fiction in an abridged form. "Stories from Dickens," "The Child's Thackeray," etc., etc. Such titles indicate the tendency of the time to offer the works of well-known authors in small, condensed packages, from which frequently all flavor has been extracted.

In short, pre-digested literature is as inevitable to the child as is the pre-digested breakfast food. Pre-

pared books of this description are of course easier to read. The point of the story is reached with far less mental effort on the part of the child. The characters are introduced in the light in which the reviser deems it best to present them to the youthful mind. The diction is—to pursue the analogy—sterilized to such an extent that it reduces the vocabulary to first principles.

Not long ago, one who is associated with the education of boys, said, "It is a constant surprise to me to hear the careless and slovenly speech of these boys who are the sons of presumably cultivated parents. They drop their g's and swallow half of their syllables."

I was forcibly struck in this connection, a little later, with the conversation between parent and child in one of Dickens's books. While one would hardly care to emulate the stilted and over-ceremonious relations existing between parent and child of sixty years ago, is it not possible that the parent nowadays "talks down" to his child too much? Ought not the child be the gainer in aspiring to an imitation of his father's vocabulary (providing, of course, that the father is an educated man) rather than being limited entirely to words of his own youthful comprehension? Correct values in the enunciation of sounds and an extensive vocabulary are the very rarest qualifications to be found to-day. May this not be due to two facts? First, that the art of reading aloud—than which there is no better method for acquiring a distinct pronunciation—is practically a lost art. And, second, that the universal tendency of the time to

feed the child on this pre-digested literature has had the lamentable result of pauperizing his vocabulary just at the period of his life when he should be enriching it.

The question will doubtless be raised, What? Do you suppose that you can induce the average boy or girl to read Dickens, Scott, or even Cooper in their originals? To which the reply is decidedly, if unfortunately, in the negative. For this reason: human nature is so constituted—whether from the ape or not, who can say?—that, if a short cut is presented, few of us will take the long way round, no matter how beautiful or beneficial the other route might be.

As in the case of the juvenile stomach that is fed on pre-digested food, so in the case of the young mind nourished in like manner, the taste for and the power to assimilate more solid food disappears.

Can we fail to recognize the truth of the effect of this sort of short-cut literature on the child, when we adults are so very prone to adopt a like method in contenting ourselves with condensed biographical sketches in the magazines, instead of reading the entire biography of the man about whom the article was written?

Another objection has sometimes been put forward against placing the works of standard fiction, unabridged, into the hands of children. Namely, that the child is thus likely to imbibe knowledge of conditions of which he had better remain in ignorance as long as possible.

I believe that the men and women who were brought up to read Dickens will agree with the state-

ment that any child could read *Oliver Twist* and remain in ignorance of the relation existing between Bill Sykes and Nancy, whereas he can scarcely read unscathed and unenlightened through the scene of illicit passion depicted in the best seller lying on his mother's table. Read the account of Edith Dombey's flight with Carker, and, in conjunction with it, read one of the scenes between the married woman and her lover in which the society novel of to-day abounds. In the former, vice is sufficiently but unbecomingly clothed. In the latter, it is naked and unashamed.

The child who reads books a little beyond his comprehension receives, it would appear, a threefold benefit. His knowledge of words is extended, his imagery is enlarged, and, better yet, his sense of discrimination is developed. The boy who is encouraged to have literary ideals

will come to measure himself up to the best standards. Surely he can best accomplish this by familiarizing himself with the novels in which virtue and vice are sharply contrasted, rather than be reading the ubiquitous problem novel which may well be described as a small body of virtue entirely surrounded by vice.

Common sense—alas, the most uncommon sense of all—would suggest the inadvisability of giving mince pie to a three-year-old child. It would also naturally suggest the lack of wisdom in placing an unabridged edition of Shakespeare in the hands of a child in its teens.

At the same time the discriminating parent who urges his child to read books that contain good subject matter, pure diction, and high standards of conduct, is conferring upon his descendant a lasting benefit and one for which that child will some day certainly rise up and call him blessed.

MOTHERS are urged to instil into every girl a knowledge of her power, which is almost supreme either for good or for bad.

History is full of facts to show that our greatest men owe their grand achievements to the power behind the throne—women. It may be wife, mother or mistress, whose influence leads men up from the cabin to the palace, "without halting, without rest, lifting better up to best."

The same influence can drag men down to the lowest, causing them to sacrifice home, name, honor and country, even life itself. Sacrificing

all through the powerful influence of women. Mothers should early teach our girls of this God-given power.

Boys in our high schools would never smoke or enter into any of the vices that tempt boys of this age if girls would only exert their influence against them. Boys admire and love girls and will follow wherever they lead.

Oh, mothers, this is your duty while yet your daughters are at your sides. *Theirs* is the power to influence and control the morals of the high school.

MRS. F. A. WELLS.

The Swift-Moving Night Raider That Brings Death and Decreased Vitality to Millions of Children of the United States

EVERY day in the warm weather, after the sun has gone down and darkness begins to come, there issue forth upon swift-carrying wings millions and millions of night raiders that carry decreased vitality and death to hundreds of thousands of children in the United States. These swift-moving enemies come from the 75,000,000 acres of swamp and overflowed lands scattered throughout the country, an area almost as large as the three great states of Illinois, Indiana, and Ohio combined. They are the *Anopheles* mosquitoes, which carry the parasite that causes fever and ague, marsh fever, chills, and other diseases generally classified under the one comprehensive word "malaria." The *Anopheles* bites whatever human being it may and deposits in that person's blood these parasites, and there is a malaria patient, a hitherto healthy, strong child, or baby, or man or woman, infected with a perniciously stubborn disease that is difficult to eradicate.

"Malaria occurs more or less in all warm climates, especially in the summer after rains and near marshy grounds," says Dr. L. O. Howard, Chief of the Bureau of Entomology of the United States Department of Agriculture. "It is said to cause one-fourth or more of all the sickness in the tropics. . . . In malarious localities almost every child has been found to contain the parasites of malaria or to possess an enlarged spleen" (the latter being the result of the mosquito bite).

"In malarious localities the anopheline mosquitoes bite the healthy new-born children and infect many of them. Such children may remain infected for years. They may become anemic and possess enlarged spleens, and of course may spread the infection to others."

Bred in these 75,000,000 acres of swamps and overflowed lands which should be the producers of food for the people of the country, instead of being the means of sapping the strength and life blood, the *Anopheles* is permitted to carry on his destructive and devastating course through the inactivity of the United States, the various state governments, and individual owners of vast low-lying areas. The National Drainage Congress, which holds its third annual meeting at St. Louis, April 10, 11, 12, 1913, is the sworn enemy of the *Anopheles*, and defender of its baby victims. This organization is waging a vigorous campaign—not upon the malarial mosquito directly, but an educational campaign to bring about the creation by Uncle Sam of a National Drainage Commission that shall drain and reclaim these swamps for the public welfare and the public health. The Drainage Congress is striking at the root of the trouble, and not wasting time trying to destroy the mosquitoes after they have been bred by the millions and hundreds of millions each day.

The following sentences from Dr. Howard's official pamphlet, "Some Facts About Malaria," may startle

those who have not seen the connection between this vast area of fertile, but unutilized and unusable swamp and overflowed lands, and the chills and fever that so frequently vitiate the strength and decrease the efficiency and ambition and energy of persons living in a "malaria" district.

"Malarial fever is an infectious disease which is carried from the sick to the healthy by anopheline mosquitoes, and *only in this way can it be contracted.*

"It has always been known that malaria is most prevalent in the vicinity of marshes and it was formerly supposed that the air or exhalations from these marshes produced the disease. Attempts to produce infection by these agencies have always failed.

"The mosquitoes which carry the parasites, however, breed in marshes or in marshy pools and streams.

"Issuing from these breeding places they enter nearby houses and feed upon the inmates, mostly at night, biting first one person and then others, and living for weeks or months.

"The parasites of malaria pass from men to mosquitoes and back from these mosquitoes to men. Thus a whole neighborhood soon becomes infected and the locality is called malarious.

"Death is often caused in malarial patients by other diseases, such as pneumonia or dysentery, the system being already weakened by the malarial parasites.

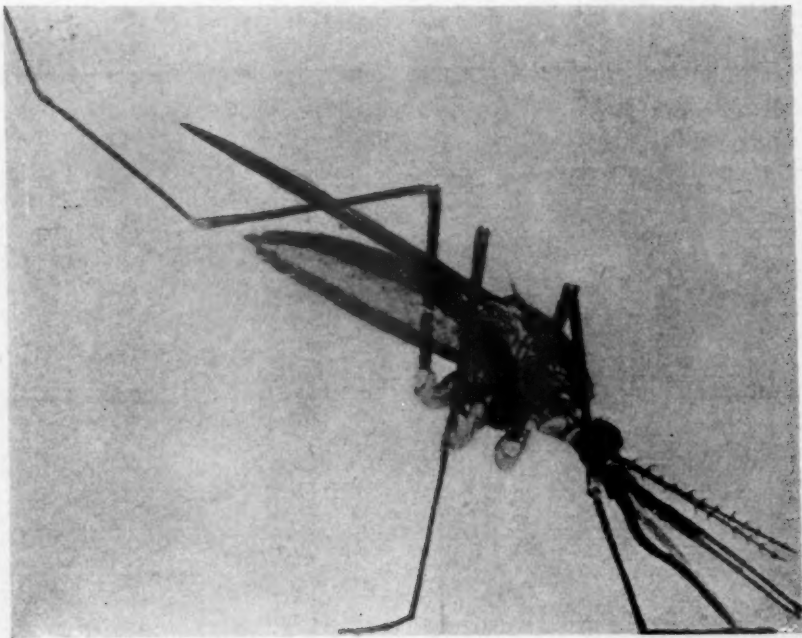
"If the patient survives the parasites tend to die out of themselves without treatment, after a long period of illness. The number of

parasites may decrease until not enough are left to produce fever, in which case the patient improves temporarily. It generally happens, however, sooner or later, that the number of parasites increases again and the patient again suffers from a series of attacks. Such relapses may occur at intervals for a long time after the patient was first infected by the mosquito, and even after he has moved to localities where there is no malaria.

"There are many localities in the United States where malaria is prevalent, and some in which the existence of the disease in an aggravated form is a serious barrier to agricultural or industrial development."

The platform of the National Drainage Congress takes into consideration the fact that the public welfare and the public health is the first duty of the National and State governments. That platform calls upon Uncle Sam to create a National Drainage Commission with funds and power to put into effect a comprehensive national plan to protect the public welfare by the drainage and reclamation of the 75,000,000 acres of swamp and overflowed lands; to protect the public health which is constantly menaced by the existence of these lowlands; to protect the people and their lives and homes and lands from floods and storms and tides; and to have the expense of this work shared by those directly benefited in proportion to their benefits.

James Wilson, Secretary of Agriculture, in 1908, in a letter to the United States upon this subject, said among other things:



Female *Anopheles* in characteristic stinging posture. Photograph of the model (x75) in the American Museum, New York City. Magnification of figure about 10 diameters.

"The effect of draining swamp and overflowed lands upon the public health is shown by a decrease of malarial diseases and of mortality due to them. Such diseases prevailed to an alarming extent in the greater portions of Indiana, Illinois, and Iowa, prior to the construction of extended drainage systems in those states. The census of 1870 gives the number of deaths from malaria for the preceeding year as 52.5 per thousand of the total, while the census of 1890 gives the deaths due to malaria at 8.6 per one thousand. During that time large areas of land in those States were drained, with the result that lands which were formerly swamp and unfit for cultivation were converted into productive farms. It is safe to conclude that these changes in malarial conditions were due to draining."

Every healthy child bitten by an anopheline mosquito is likely to become infected with the malaria parasite. Even if he gives no appearance of being sick, he immediately becomes a menace to his brothers and sisters and playmates, and, to other people in the same house, the same city, even in the same county or state.

The malaria parasite travels rapidly and for great distances, in its course from person to mosquito, from mosquito to person, from person to mosquito, etc.

In the Government's pamphlet, "Remedies and Preventives Against Mosquitoes," the conclusion reached by the experts after devoting some time to the study of the subject, was that the way to eliminate mosquitoes is to destroy their breeding places.

The Kindergarten and the Primary

MRS. ADA MARIAN HUGHES

Toronto, Canada

THE aim of the primary school is to teach a child how to read, write, and spell, and to know a little of the processes and combinations of number. This work is to be a basis for higher education in literature, history, mathematics, science, subjects named in the curriculum of the higher grades. The work is intended to help the child to *know things*. The kindergarten puts things in the child's hands. These things are accurately made, and embody in material, number, form, size, color all the elements that are combined in material things. This material suggests definite ideas. The child handles them, divides, puts together, transforms, distinguishes form and color, compares size and qualities, and is always alert, eager, and progressive in effort. The child creates at first hand mathematical ideas which make mathematical formulæ when written. He *knows* them through handling material. He is *making* arithmetic, geometry, mensuration. His knowledge is vital because he has himself discovered and recognized through original experience.

He is getting a vocabulary of words that stand for *real* things. He still plays, but his play is becoming more purposeful through accuracy of material and guided activity. The *will* of the individual is our hope against the evils of heredity and environment. The training of the will ought to be the most distinctly vital purpose in edu-

cation. The more thoroughly the will is centred in the action, the more vital the exercise and the more thoroughly the brain is nourished with the blood which circulates through it. In early childhood the will responds to influence much more readily and completely than later, either for orderly action or for caprice, and tendencies becomes fixed into habits more and more tenaciously as childhood passes over into youth. This is evidently the most important time for *will* training.

When there is a natural appetite the body is built up by food taken. So with the mental growth. There must be the appetite of interest and curiosity before the mind assimilates the thoughts of others. *Experience* precedes *vital* knowing. An occasional child may be persistently interested in learning to read and not correspondingly interested in *doing things*. Such a child needs encouragement in a more varied exercise of *all* the creative faculties to prevent a one-sided and premature development which lacks in breadth and strength. Precocity is much to be dreaded. A forced plant gives bloom early but fails in later development to fulfil the *complete* order of its being.

The exercises of the intelligently conducted kindergarten are infinitely more interesting to the normal child than being suddenly called from play and bodily freedom to give attention to signs in a book which he is told say "It is an ox," or more

logically, "The cat sat on a mat." He has little or no interest in these thrilling (?) tales. Curiosity is not looking out from his mind to understand. The conditions are not favorable to eager interest. He must learn to read some time to be sure, but is it not reasonable that he must *want* to *know* something that is written before the exercise of reading will have the best effect? The brain like the digestive organs cannot assimilate much unless there is a desire for the food taken.

Our system of education has not yet produced the results we hope for, viz., the making of a class of citizens ideally intelligent and appreciative. Until we have perfect results we must not make the fatal mistake of resting in satisfaction with methods which claim our respect chiefly because they have come to us from an honored past, but which have as yet failed in giving us ideal results in developing a vitally intelligent and efficient generation of men and women.

April Program for Parent-Teacher Associations

THREE members on the program. Use April CHILD-WELFARE MAGAZINE.

First speaker: Read "Religious Education of Children," Wunsch. "Pre-Digested Literature," Brown. Give time for discussion of both.

Second speaker: Give summary of what is being done in other Parent-Teacher Associations, espe-

cially noting Message of Teachers to Parents in Illinois, work in Idaho, Oregon and Pennsylvania.

Third speaker: Work for Child-Welfare; make summary of Children's Gardens, Abolition of Vice; Teaching Deaf Children; How Childless May Help Children; the Night Raider who Causes Death of Millions of Children.

MRS. RAY RUSHTON, Vice-President of the National Congress of Mothers and President of the Alabama Branch of the National Congress of Mothers, died on March 9th, at her home in Montgomery, Alabama. The news of her death

comes too late to give a proper account of the devoted and beautiful work that she has done. This will be noted more fully in the May issue of the CHILD-WELFARE MAGAZINE.



OUTDOOR PLAYHOUSES, PENNSYLVANIA HOME FOR TRAINING DEAF CHILDREN
BEFORE SCHOOL AGE

A Message from a Mother of a Deaf Child

THROUGH severe illness my son Roger became deaf during the first year of his life.

Fortunately we continued to talk to him and treat him in every way exactly as we had always done. I sang to him and placed his little hand on my chest that he might feel the vibrations.

One day he suddenly said, "up." This educated me to a point where I knew he *could* talk, and that it was high time to be about it. I soon discovered that he really *wanted* to talk, that his voice was like other babies', and, strange to me, he learned words without apparent effort.

When he was two years of age he had a considerable vocabulary

and was able to express his wants in words. This improved his temper. If, while alone, he found something he did not know the name of he promptly named it himself. About this time he took the same pains to teach "Pat," the dog, and "Martha," the battle-scarred doll, to speak, as I was talking with him. Poor Pat spent much of his time with his paw on his breast vainly trying to feel vibrations.

At three, not only did he improve in speech and speech-reading, but also learned many Mother Goose stories and Peter Rabbit is still a source of joy. His uncle taught him to play Hide-and-go-seek, I-Spy-the-Thimble, etc. And all of this had been accomplished under

difficulties, for up to this time Roger's health had been most wretched.

The trustees of the Home for Training in Speech of Deaf Children before School Age say:

"We believe that whenever it is possible, a deaf child should learn Speech and Language in its own home before it goes to school, just as a hearing child does. If there are conditions in the home which make it impossible, one should be provided for it.

"Since our foundation we have admitted children between the ages of two and eight, giving them a continuous training, from time of entrance, in Speech and Language,



DEAF CHILDREN IN PENNSYLVANIA HOME

uninterrupted by vacations, of six years more or less as needed by the individual child.

"We endeavor to simulate what should be the features of the home life of every child.

"We realize that the earlier we get the child, the greater the opportunity is to give it a solid foundation, by developing its various natural powers. Training in Speech



CHILDREN'S GARDENS AT PENNSYLVANIA HOME

and Language is continual. When the children have acquired sufficient Language, we give them the foundation of school studies, in order to prepare them to enter schools for the hearing, in which to receive their education.

"To lay a foundation, for hand efficiency in the children (the lack of which is so marked in our communities of the present day) they are required, from the start, to fold their bibs after meals, evenly; to make their beds neatly, a tiny one standing on one side and a larger child on the other side, working together, and to perform other similar duties.

"Great scope toward this end is found in their flower and vegetable gardening. The report of the Sloyd teacher contains further details on this point.

"The children thoroughly enjoy these occupations. They *like* to do what 'big people' do. They also require occupation, either in exercise, play or work. Work which is not too heavy for them, gives them as much pleasure as play, especially



if it has the useful element in it of exciting in them the desire and pleasure of accomplishing something that is well done.

"Although all of the children who complete our preparatory course, do not always have it followed by the environment, home influence and school opportunity which we could wish for them, we do find that this training in hand efficiency is a large factor in enabling them to get work later and hold their positions.

"The success of one of our earlier pupils, a young girl who went through the schools in her home town, and later graduated from one of the small colleges, was the means of demonstrating to another father what his son might do.

"We think it is best for each sex, even while young, to make their friends among the hearing.

"Sometimes marriages result

later between young people who first met at a very early age.

"While we have never had such a calamity result from the acquaintance of our children with each other while young, we want to avoid any such contingency.

"This suggested improvement in our present plan is in line with our efforts to work toward the prevention, rather than the multiplication of deafness.

"Contagious children's diseases are another factor in its multiplication, and these are preventable by co-operative effort on the part of *all* in the community.

"We have had nothing but encouragement from broad-minded general educators in our efforts to secure opportunities for the complete development of deaf children.

"Unfortunately, it has been different with some teachers of the deaf. It would not be necessary for us to mention this *here*, or *anywhere*, were it not that very often those who have been working with the deaf for many years on inadequate lines, are supposed to be authorities by persons who have the control of deaf children, and through their advice these children are deprived of their birthright, and miss the chance to develop their real possibilities.

"Letters and other proofs are filed at the Home for every statement we have made. We also have the same kind of evidence in regard to the ability of deaf children, properly prepared with Speech and Language, to learn their trades and earn their living from and with the hearing. We have always contended that it is a disadvantage for these young women and young men to be

shut up in institutions during their trade training, during which time they are getting no acquaintance with the hearing world, where they must ply them.

"We have no statistics as to how many of the young people so trained succeed. We know that our position is a logical one, and feel that even among those who may succeed, the normal environment during their trade training would have led them to still greater success."

A teacher writes as follows:

MONACA, PA.

"I feel that it is my duty as a teacher of Hazel Powell to write you a few lines in her behalf. She certainly is a very remarkable stu-

dent, taking an active part in all the work. At first I did not know what I would do with her, as she is the only deaf child I have ever tried to teach and the only one I ever saw that reads the lips. But the mystery was soon solved when she was given the chance to work. In the length of time I have had her I can truthfully say she has learned considerable, and really does better than the *average* child having all the senses. The children all love Hazel, even from the Primary Grade through the German Grade, and none of them would ever do a thing to offend her. I cannot speak too highly of her work, and I am very glad I have her in my room."

(Signed) ELLA HAYS.

In a Mothers' Meeting in the Congregational Church in Auburndale, Mass.

THE birthdays of the children of each member are carefully recorded in a book kept for the purpose. Each month the names of those whose birthdays occur in that month are mentioned one by one, and then follows an earnest prayer

for all these children. Many a man and woman now in middle life is followed by the prayers of those earnest women because the now sainted mother gave in his or her name years ago.

DEAR EDITORS OF THE CHILD-WELFARE MAGAZINE:

Your attention is called to an article printed on pages 211, 212, of the February edition.

Since your columns have recorded the account of the "Scientific Baby Shows" held in Louisiana, in 1908 and 1909, under the report of the states, in those years, it will be your pleasure, no doubt, to correct the statement made in that article, at the top of page 212, that Mrs. Watts, was the originator of the Baby Health Contest.

Mrs. Watts got the information with many other delegates to the Denver Con-

ference, when listening to the Report of the Chairman of the "Good Roads and School Improvement Committee," which gave in details the State Fair propaganda of Model Home, Model School, Model Road, Baby Show, etc.

Trusting that you will give attention to this matter under the same heading in an early edition, and fully realizing the embarrassment that it has occasioned Mrs. Watts to have this Chautauqua Report read by members of the Congress, who are all familiar with this feature of the Country Life Department.

I remain, very respectfully,

(MRS. FRANK) MARY E. DEGARMO.

The Right Kind of a Schoolhouse

JULIAN WORKMAN JOHNSON
Sutter Grammar School, Sacramento

THE object of the public schools of to-day is to conserve the health and develop the body as well as to improve the mind and strengthen the character of the child.

There are a number of things necessary for the successful accomplishment of this work; co-operating parents, good teachers, good text-books, good methods of instruction, good school system, and the right kind of schoolhouses.

Co-operating parents can be easily secured by the use of tact and good, common sense on the part of the teacher. Methods of instruction, school systems, text-books, and teachers can be changed at any time, but when a school-house is built it will not be changed for forty or fifty years; hence it is necessary for the best interests of the child that the right kind of schoolhouses be built.

An up-to-date schoolhouse should have a flat roof which the girls on the second floor can use as a playground, thereby saving them from climbing one flight of stairs. Hand-ball courts and basketball courts could be made on the roof where the air is much purer than on the ground.

There should be toilets and lavatories in the basement for the pupils to use during playtime. There should be a warm, well-lighted and well-ventilated lunch and playroom for the boys and separate ones for the girls, to be used during the rainy season and extremely hot weather.

There should be an auditorium

large enough to seat six hundred persons. In the rear there should be a small platform with an electric plug for a stereopticon, in the use of which the study of geography, history, hygiene and sanitation, and literature could be made much more instructive and interesting.

The auditorium could be used in the afternoons for mothers' meetings, in the evenings for fathers' meetings, and be the centre of social and civic work. It could be used for drills, motion figures, folk dancing, in teaching pupils to sit correctly, to walk gracefully, and to acquire that poise and address every well-instructed child should have when he or she leaves the grammar school.

The principal should have an outer office with bookshelves along the inside walls and a private office with a lavatory and a toilet connected with it.

The teachers' room should be provided with a locker for each teacher, a kitchenette, a lavatory, and a toilet.

Every room should have telephone connection with the principal's office, and the halls and each room should have electric lights.

There should be rooms for manual training, for domestic arts, for domestic science, and for laggards.

A room to hold forty pupils should be 30 feet long, 25 feet wide, and 13½ feet high, and the light should enter from one side only.

The windows should occupy one entire outside wall, beginning from within four feet of the floor and ex-

tending to within six inches of the ceiling.

There should be a foot radiator in the rear of each room on which the pupils can stand and warm their feet and dry their clothers on rainy days, warm feet and dry clothing being essential to the health and comfort of the pupils.

For heating and ventilation the warm, pure air should enter the room near the ceiling, and the cold, impure air should have its exit on the same side near the floor.

Each class-room should have two exits into the main hall, and a hat-room for the boys and a separate one for the girls. In each hat-room there should be a lavatory and a toilet. These toilets should be in closet-like rooms, well ventilated and with tight-fitting doors.

There should be a sanitary drinking fountain in each class-room.

In a school containing several rooms, a number of boys and girls can be out at the same time during

school hours. Their passing through the halls and up and down stairs creates more or less confusion and noise and has a tendency to lower the discipline of the school.

Five or six boys can be out at the same time, and as they spend that time in the toilet, one foul-mouthed, vulgar boy can teach the other boys more dirty tricks and tell them more vulgar stories in the short time they are out than they would learn or hear in a year's time during recess and the noon hour.

If there were toilets in each hat-room, no two boys would be out at the same time in the toilets during school time. Therefore, it is necessary and to the best interest of the pupils morally and physically that a toilet be in each hat-room.

Henry van Dyke says, "Time is never saved by doing a thing badly," and I say that money is never saved by building poorly arranged and poorly equipped schoolhouses.

Childless May Help Children

"No married couple not blessed by children should feel that they have a right to maintain a home when there are so many homeless children in the world. To them it is a duty to take into the home some child deprived of parents. Many people hesitate because they believe so much in that bugaboo, heredity. There are only three hereditary taints that affect posterity. A child of tender years can grow to be what environment

makes it. Environment is nine-tenths.

"I have seen ninety thousand children in the Children's Court, and I have become more and more convinced that a child born with a normal mind and body can grow to be anything its environment wishes for it.

"Let no childless couple hesitate to take over the homeless and parentless infants of good health."

NEW BOOKS

Books to be reviewed in this Department should be sent to Mrs. Frederic Schoff
3418 Baring Street, Philadelphia, Pa.

Training the Boy. By William A. McKeever. The MacMillan Company. \$1.50.

"I once believed that business success would be the all-absorbing problem of my life," said a successful banker, "but now I look at the matter differently. The chief concern of any father is, or should be, that of making respectable and useful citizens out of his children. Of course business success is a means to this end."

Dr. McKeever says, "The underlying idea of this book on boy-training is that successful development will come only at the expense of early care and supervision."

The book is full of suggestion for parents, and a bibliography concerning the whole field of boy life is given for the further enlightenment of parents.

The Pre-School Development, Public School, and Adjustment Vacation Employment, Serious Industrial Employment, Sending the Youth to College, Play and Play-things, Boy Scouts, Social Experiences, Habit Training, Fighting the Tobacco Habit, the Liquor Habit, Method of Vocational Guidance, Preparation for Home Life, for Social Service, for Marriage and Parenthood are topics taken up.

The book is illustrated with beautiful pictures of child-life.

Two little babies sitting on the floor playing with their toys appear under the title "Just as much in school as they will ever be at any age."

Every parent of a boy should own the book and read with care.

When nine-tenths of children appearing in courts are boys it is time to consider why this is. It is due principally to ignorance of boy-training, not to lack of possibilities in the boy.

Marriage and The Sex Problem. By F. W. Foerster, Special Lecturer in Ethics and Psychology at the University of Zurich. Frederick A. Stokes Co.

The University of Zurich is to be congratulated in having a man of Dr. Foerster's type on its staff. His book on "Marriage and the Sex Problem" has been already translated into French, Italian, and English.

Amid the deluge of books dealing with sex, this of Dr. Foerster's comes at a time when the world needs the message it contains. It places the whole subject on the high spiritual plane upon which it belongs. Instead of pleading for the individual to do as he likes he counts that "Man, the spirit, cannot receive freedom until man, the animal, has been harnessed."

"How can home and school resist, at any rate in some degree, the physical, moral and social dangers which threaten to overwhelm the prematurely developed boys and girls of today?"

"In speaking of sexual immorality, it is more important to refer to the injuries it inflicts on character than to its hygienic dangers; it can be pointed out that the worst disease which can be contracted by any one is that disease of the character which develops when a man accustoms himself to a course of action which cannot be sanctioned by his better self. This disease destroys the consistency of a man's inner life, and prepares him for unreliable conduct in all other spheres of activity. It delivers him over to the power of momentary impulses."

The chapters on Love and Marriage, Motherhood and Marriage, Sex and Health, Indispensability of

the Ascetic Ideal, Religion and Sex, raise one to the highest plane of thought on these vital topics.

Part II is devoted to the methods one should use in instructing youth. With a deep insight into the psychological development of youth Dr. Foerster clearly shows in a convincing manner the pitfalls which surround instructors when the material side only is emphasized and severed from the higher spiritual side, which alone can control and keep life sane and wholesome.

The book is one which should be read by every father and mother. It is one for the library of every parents' association.

Hygiene of the Nursery. Starr. Eighth Edition. Illustrated. \$1.00 net. P. Blakiston's Son & Co.

Dr. Starr, the noted specialist for children, has given a series of hygienic rules which he says can hardly fail to maintain good health, give vigor to the frame, and lessen susceptibility to disease. Everything a mother wishes to know about the care of the baby is given in this valuable little book.

Sexual Knowledge. \$1.00. By Winfield Scott Hall, Ph.D., M.D. International Bible House.

A scientific statement of physiological facts for those who wish reliable information. As a physician as well as professor of physiology in the Medical School of Northwestern University, Dr. Hall is qualified to speak with authority on this subject.

Walks and Talks.

A new edition of Mr. William Hawley Smith's famous book entitled "Walks and Talks" has just been published by L. A. Rankin & Company, of Boston. Next to Mr. Smith's "Evolution of Dodd" this is probably the most widely known of all his books as it includes his famous "Rat Story" which has been said to contain more common-sense pedagogy than any book on education ever written.

"Walks and Talks" ought to be in the hands of every parent and teacher on account of the "Rat Story" if for nothing else. The titles of other chapters of the book indicate the variety of subjects treated and suggest the entertaining and illuminating manner in which they are presented—"The Bad Boy's Mother," "Specialty Business," "Whistling," "Light, Air, Heat and Health," "House Cleaning and History," "Exams," "Born Short."

It is in "Walks and Talks" that William Hawley Smith has advanced his theory of "born short" and "born long" which has made him famous. "Born Short" as well as the "Rat Story" have become "classic" and have had a wide influence in modifying the attitude of thousands of teachers toward their pupils.

"Walks and Talks" is a book of 228 pages, attractively printed on fine paper with a cover in gold and blue, and is published at a price of 50 cents, postpaid.

The Study of Individual Children. A System of Records, Including a Complete Child History. Suggested by Maximilian P. E. Grossmann, Ph. D., Educational Director of National Association for Study and Education of Exceptional Children.

Five Greatest Evils in America

CARDINAL GIBBONS is a man from whom interviews are sought, not one who invites interviews, or who plans to give them. His opinions on various questions of the day are eagerly asked for, but too seldom had because of the stress of his work and the impossibility of his yielding to the solicitations of all who may wish to hear from him.

The Cardinal is quoted in general, and especially on Mormonism, as follows:

The five greatest evils confronting America to-day, the Cardinal declares, are the following:

"Mormonism and divorce, which strike at the root of the family and society.

"An imperfect and vicious system of education, which undermines the religion of our youth.

"The desecration of the Christian Sabbath, which tends to obliterate in our adult population the salutary fear of God and the homage that we owe Him.

"The gross and systematic election frauds.

"Lastly, the unreasonable delay in carrying into effect the sentences of our criminal courts, and the numerous subterfuges by which criminals evade the execution of the laws."

"In what way are these evils menacing the American civilization?" the Cardinal was asked.

"To one of the five radical vices I have just enumerated may be traced our insatiable greed for gain the co-existence of colossal wealth with abject poverty, the extravagance of the rich, the discontent of the poor, our eager and impetuous

rushing through life, and every other moral and social delinquency." That was the Cardinal's answer.

"There is not a man who has the welfare of his country at heart," he continued, "but must be alarmed at the existence and gradual development of Mormonism, which is a plague spot on our civilization, a discredit to our government, a degradation of the female sex, and a standing menace to the sanctity of the marriage bond. The feeble and spasmodic attempts that have been made to repress this social evil and the virtual immunity that it enjoys have rendered its apostles bold and defiant. Formerly they were content with enlisting recruits from England, Wales, Sweden, and other parts of Scandinavia, but now, emboldened by toleration, they send their emissaries throughout the country and obtain disciples from all the States of the Union.

"The Gospel forbids a man to have more than one wife and a wife to have more than one husband. 'Have you not read,' says our Saviour, 'that He who made man in the beginning made them male and female?' And He said, 'For this cause shall man leave father and mother, and shall cleave unto his wife, and they two shall be in one flesh.' Our Lord recalls marriage to its primitive institution, as it was ordained by Almighty God. Now, marriage in its primitive ordinance, was the union of one man with one woman, for Jehovah created but one helpmate to Adam. He would have created more if His design had been to establish polygamy. The Scripture says that 'man shall ad-

here to his wife,' not his wives. It does not declare that there shall be three or more, but that 'they shall be two in one flesh.'

"Hence Mormonism, unhappily prevalent in the United States, is at variance with the plain teachings of the Gospel and is consequently condemned by the Catholic church. Polygamy, wherever it exists, cannot fail to be a perpetual source of

family discord and feuds. It fosters deadly jealousy and hate among the wives of the same household, it deranges the laws of succession and primogeniture, and breeds rivalry among the children, each endeavoring to supplant the other in the affections and inheritance of their common father."—*Salt Lake Tribune*.

The Co-operation of America's Educators with the National Congress of Mothers

THE joint meeting of the National Board and Officers of the Congress and the Department of Superintendence of National Education Association was an unqualified advantage to both. The public session arranged by the Congress in four round tables took up the benefits of parent-teacher associations to the child, to the school, to the community, and the duty of the school to the wayward child. State superintendents and city superintendent and teachers were present, and entered into the discussions.

Many were the expressions of the value of this meeting arranged by the Congress, and many educators expressed their purpose of uniting with the Congress in its work of forming parent-teacher associations in schools. The inspiring addresses of Hon. P. P. Claxton, Mr. E. A. Fairchild, President National Edu-

cation Association, and leaders in the Mothers' Congress, have given a nation-wide impetus to the movement which is bound to progress. Some who had heretofore regarded it as of merely local interest grasped the fact that it is a national movement to double the educational opportunities of the schools by providing for home education; that it is a movement that has been planned, fostered, and promoted with definite purpose by the National Congress of Mothers. March was an epoch in the promotion of parental opportunities for it brought into closer alliance the churches and the schools of America with the organized parenthood of the Nation. In unity of purpose, in sympathetic coöperation these great agencies will together greatly advance childhood's opportunities.

Obstinate, Troublesome Boys

BY EDWARD HYATT

Superintendent of Public Instruction

ONCE I heard Jacob Riis say that the semi-criminal leader of the gang among city hoodlums is really a hero in disguise. In time of war he would be the peerless leader, the self-forgetful hero of the forlorn hope, the bravest, the most daring, the most admired of them all. The only trouble is that now he is misplaced. Time and opportunity are not ripe for him.

A few days ago I talked with a wise and cultured woman who conducts a great grape ranch in the San Joaquin Valley, in California. She looked at me inquiringly and said:

"I have often noticed that the best and most valuable boys I have to work on the ranch are the ones who don't get on with the teacher. The ones who are quickest, most resourceful, most efficient in doing work are very likely to be those out of school, expelled, suspended; or, quit because they don't like the teacher. I often wonder why this is so. Are your schools not adapted to those who have initiative and life?"

Looking back twenty-five years at my own teaching, I remember how stiff-necked and disagreeable some of my schoolboys were. They were indifferent or bull-headed or obstinate. Why, I almost hated some of them. Always they were in the way of my plans, always a thorn in the flesh, always ugly, unappreciative, ungrateful. If half a dozen of them had been eliminated, how smoothly everything would have gone on! How delightful it would have been

to teach the rest of the flock how to shoot! What a good and efficient school it would have been! How well I could have fitted the nice and obedient children for life!

But twenty-five years wipes out all trace of personal feeling, all vexation, all annoyance, all regret. Those boys, good and bad, are now forty years old or more. And, so far as I can see upon calling the roll, the disagreeable, obstinate fellows, the ones who most made my life a burden, have shown a fitness for life, responsibility and citizenship fully equal to their more docile fellows. To my surprise, they did not go to the penitentiary for their deviltry, nor to the poorhouse for their worthlessness. They have shown an astounding ability to take care of themselves and make a creditable showing in the world.

Methinks now I hear a faithful teacher, worn to a frazzle with the thousand cares and exasperations that make up the schoolmaster's life, reading the three observations above with indignation, and exclaiming with sarcastic emphasis: "Well, now, what's he driving at? Glorifying the bad boy again, is he? Oh, yes, let us put all our time and strength on the bad children and let the good ones go hang! By all means, yes, keep two or three rotten apples among the sound and let them spread decay among the whole pile! Is that it?"

Well, no, not that, kind friend; but only this, with hesitation and with diffidence:

Be wise, O Teacher, in dealing with the Independent Spirit. Be careful, beware that you do not misunderstand it or fail to recognize it. As the years go on it may fall out that the disagreeable, the Obstinate One, shall prove more useful to his generation than the Little Lord Fauntleroy. Life consists in overcoming inertia. Continually there are fights to make. The woman and the man with brave and independent spirit, who dare to stand up against the crowd, are priceless assets to a government of the people.

Endeavor, then, O Teacher, to have place in your school for the

Independent Spirit. Do not mistake it, do not crush it, do not call down on it the Anathema or the Wrath of God. Do not be too sure that all your ways are right and all others wrong and wicked. It may be that exact and unquestioning obedience to your every rule and command and desire is not a good training for those who must soon pass away from you and must learn to resist as well as to follow. The timorous rabbit and the docile sheep are poor ideals for the preparation of an American citizen.

Be wise, O Teacher. Be wise, O Mother and Father.

I know 'tis hard, this failing of our
friends
And foes, perchance, to comprehend
the ends
For which we strive. I know 'tis
harder still
To feel our motives judged and
weighed until
To our own selves we seem but fail-
ures. Then—
A-sudden we look up and catch
again
The light that shines from out our
Leader's eyes.
We see once more that Hand point
toward the skies,
Hear once again the Voice that held
us so,
Those wondrous tones that made
the hot blood flow

Athrob thro' all our being, till we
said,
"We will o'erlook all stings and fix,
instead,
Our gaze upon His standard waving
high.
We, who have pledged to, if need
be, die,
Will of ourselves give all there is to
give,
And for the brethren die, or, should
He bid us, live."
My friend, the strife is not for long
at best.
Then, come, be brave, give courage
to the rest.
And with your eyes upon His
standard go
To wrest a final victory from the
foe.

Department of Child Hygiene

HELEN C. PUTNAM, A.B., M.D.

CHILDREN'S GARDENS AND LIFE—IV

WE have glimpsed in January the world-old lessons, in gardens for children, of industry, health, beauty, happiness.

In February we discussed the wholesome growth of the child mind like that of the race through Nature and her gardens.

Last month we showed the garden's teaching of the eternal truth, every life from a life—"omnis cellula e cellula," of which Pasteur, whose portrait and biography should be in the schools, finally convinced his generation and the world.

And we have enthused children by picture talks until we have a long waiting list of those who want gardens this summer. We found, too, that children have proved possibilities for gardens in vacant lots, even stony hillsides, useless bricked corners and dumping grounds.

Once in a very great while there is a school so fortunate as to have room in its own premises without crowding the play grounds. It should be so for every school, and mothers must try to bring it about. The gardens are often, more often than necessary, very prosaic, not at all decorative. Yet one of the good reasons for gardens is to teach how to make home surroundings more beautiful.

One very lovely place, startling us once more to a realization of how America neglects its children, is the Memorial Garden where the old Collinwood schoolhouse stood in Cleveland. It is a generous subur-

ban lot alongside the one where the new building is. Rich blossoming hedges separate it from the street, and it is bordered by stately rows of white pillars whose tops gleam against the blue and at whose bases are climbing roses and other vines. Within a "formal garden," suggesting Italian gardens, has been developed by paths and masses of shrubbery and flowers.

The heart of the design is the water garden in the centre. Its stone embankment is hidden under drooping leaves, irises and water grasses. Curious lily pads float on the surface of the pond and exquisite blossoms. This is the spot where 136 little burned and broken bodies were found heaped after the fire.

It happened because people *who knew better* neglected the helpless. Yet to-day *mothers and fathers who know better* continue to allow millions of their children to take their chances with school conditions as dangerous to life in slower ways. Forty thousand children of elementary school ages died last year, 400,000 in the last ten years, and every one was entitled to "three score years and ten." Millions more of these ages are being handicapped for life by increase of defective vision, catarrhal conditions, nervous instability. It is almost altogether a matter of mothers and fathers demanding cleanliness and right living in every-day affairs, especially in examples and practices in public

schools which set the pace for the whole country. In our interest in gardens we must not neglect in any slightest degree our work of the last three years on school housekeeping.* Health officers claim that with the knowledge we already have at least half of children's deaths could be prevented if it were used.

Beyond the Memorial Garden is an equally large, perhaps a larger one for the children, where each has a little plot of his own, in the care of which it is intended he shall learn a better valuation of life with a wiser foresight in providing safeguards for it and conditions for its highest development. As one passes down the quiet street and hears the stories of the neat little cottage homes, "Their only child," "A widow—both her children, all she had left," "Three children here," "Two here, all they had," and so on and on, the weight of the shame is crushing. Mothers' clubs need to first stop the neglect in their own communities. They need not go a-roaming for work to do.

Another idea for gardens is found in Providence, New Haven and a few more cities here and in Europe. It is to have in the central park of the city a children's garden that shall be a model for all schools and suggestive to the many casual visitors who go to such places. This is a valuable plan. It stimulates and teaches the whole community and many others also whose citizens do not see any school gardens unless in generally accessible places.

Children's gardens in parks must be attractively planned so as to add to landscape effects, or at least not

to detract. A wide border of flowers and shrubs so arranged that heights and colors will harmonize and that there will be beauty at all seasons presents an attractive screen for business-like operations within. Architectural embellishments with pillars and pergolas can be designed when money cannot be put to better use. Mothers' clubs should strive to get such things developed through the manual training departments in the schools so far as possible. Politicians will want to turn it over to a contractor, costing more and depriving the children of the educational opportunity. It really is a privilege and happiness to work, in spite of all our anti-work agitations. Over long straight paths arches for climbing roses and vines make pretty vistas without trespassing on garden space. Committees in charge of public parks will usually be found willing when assured that the beauty of the spot will not be lessened.

In all this planning and carrying out of plans the children should have full share. In selecting the place for the garden take the children into the study, for it is a study, of quite as much worth to them as to mothers. Discuss with their committees (appointed by the children, if possible) visiting the sites the good points and "outs": how easy it will be to get to a place; whether the exposure is to cold winds or to enough sunshine; whether the soil is good or can be made so; whether there are safe neighbors; how to obtain permission to use it.

After the site is decided, the

* Re-edited in book form. Address Publishers, 52 N. 4th St., Easton, Pa.

preparation of the ground should be made by the children so far as possible, not made for them. It is education. Perhaps a wire fence may be needed. Let the children work at the problems involved, from studying catalogues and hardware stores to getting the money and setting up the fence. This is what wise teachers are doing. Children grow into helpless adults unless they learn to help themselves. I know a garden where they hired stones carted off, and another garden where they hired stones brought to make a rockery. In clearing up a place be ingenious in making the best of its natural features—even stones.

After the same method let children learn to write business letters by sending for seed catalogues and seeds. Let them write the Department of Agriculture at Washington for seeds, and for a list of pamphlets; let them pick out and order those wanted for the school. There are many most helpful ones. This teaches what resources the Government has for them later, and how to get at them. In buying fertilizers and loam, hiring labor or a team, if this has to be done, help children to do it themselves. It is their preparation for practical conduct of their own affairs, thrift and foresight, that experiences later in the summer will carry further.

It is a very important but neglected part of children's education. Several people I have known in different states have occasionally engaged high-school pupils who wanted work to address envelopes and wrappers, so simple that it

seems a pity for men and women to spend time on it, so simple that it seems as if eighth-grade children should be able to do it, and bringing from one dollar to three in a day, according to the person's rapidity. But the slovenliness of the pupils' work when tried by ordinary business standards cut the arrangements short. It was not wanted at any price.

Here is where mothers' clubs again can help. At the very first each child's Garden Journal and little account book should begin. Their value we shall see later is very great. Coöperation in perhaps supplying the little books may be needed; and certainly the sympathetic interest of individual mothers and fathers will help waken childish ambitions, just as home indifference to what interests them deadens.

The purchase and care of garden tools, too, is a detail where mothers' clubs may need to coöperate, taking care to help children to help themselves in all possible ways. Nearly every such undertaking has to contend with the thieving of trowels and other small things—a very serious foreshadowing of "graft" in future citizens, therefore not to be tolerated. Accurate account of all the equipment should begin in the beginning, as a matter of business, children's business. Leave it with them and their committees and officers, assuming that they wish the same business handling of the things money buys as of money itself. "Head gardeners" giving out the tools at the beginning and collecting them at the end of the work are usual.

Loan Paper Department

THE loaning of papers for the use of mothers' circles and of individual mothers was first done by the Kansas City Mothers' Union. It was started in answer to requests from those who had seen accounts of meetings in the club column of the Kansas City Star. This union has loaned its papers in every state in the United States, in Canada and Mexico, and a number of them have been translated for publication in Belgium and Japan. Massachusetts was one of the earliest and most constant borrowers, Pennsylvania standing next in order.

In 1900 your chairman organized the Loan Paper Department of the Congress. With no funds for type writing the papers, the collection was in bad shape, some articles were in manuscript form, some were cut from newspapers and magazines. Bad as was their form, however, they soon demonstrated their usefulness, and their copying and circulation are now in the hands of the corresponding secretary. The mimeographing machine, given to the general office by Mrs. James McGill to facilitate the copying, enables us to have on hand fifty copies of each of the 111 papers now in use. All are neatly bound and present a creditable appearance.

In 1910 the Kansas City Mothers' Union turned over to this department all its useful papers and gave up its loan work. The copying of these is now in progress.

The collection has not yet been systematized. There are many duplications of matter. Some papers are not up to our standard in composition, in comprehensiveness, in vitality, in sympathy and in what your chairman would call nearness to need, but all have been added as the best thing at hand to answer the urgent cry for help coming from the best grade of parent-teacher circles, the mixed ward patronage, the school in the most intelligent quarter, the settlement mothers' circle, the mothers' meeting in the small villages and the isolated mothers on remote farms. Now that the selection of papers has been placed in the hands of a department, your chairman hopes that by a gradual process of elimination, substitution and addition many weaknesses will disappear, and the collection be brought to a standard

which will satisfy the most exacting stickler for literary style, while answering the need for papers, direct, simple, vital and readily comprehensible by the most untrained seeker after "helps for mothers."

Will you, as workers, aid this progress by writing to the chairman freely as to the failure of any paper to satisfy your need, and giving suggestions as to new topics and any other information that may aid in making the collection more useful to you. We can grow better if we know our failures.

Let your chairman urge upon you the value of these papers in carrying on parent-teacher work. Many mothers are unaccustomed to writing papers, and we are not in the direct business of educating them to do it; many have not the time to write, yet all are eager to know what will help them. Why not get rid of the school-girl idea that all must be original, and adopt the plan of George McDonald's curate who thought he was doing his congregation more good by honestly giving them the great thoughts of others, rather than his own inferior work?

Mothers are knit more closely to the circle by having added something, if it is only to have said out loud, "Yes, that's so." The reading of a paper which she could not possibly have written, especially if it creates discussion, gives the reader a feeling of having helped, and leads her unconsciously along the road to self-expression. Papers written by outsiders can be discussed with so much greater freedom that they are often more productive of good results, and if well written, raise the standard of good taste.

To the isolated mother, these papers come as a revelation, a bond of union with the great mother thought, and lift her daily work of child rearing from drudgery and routine to a higher plane of real thinking.

Lists may be obtained by writing to the general offices of the National Congress of Mothers, 806 Loan and Trust Building, Washington, D. C. The papers are loaned for three weeks to any one who sends twenty cents postage.

MARY HARMON WEEKS,
Chairman.

A Little Song of Life

THE meal unshared is food unblest,
Thou hoard'st in vain what love
would spend;
Self-ease is pain; thy only rest
Is labor for a worthy end!

A toil that gains that which it yields,
And scatters to its own increase,
And hears—while sowing outward
fields—
The harvest-song of inward peace.

—Anon.

Montana Press on Mothers' Clubs

THE *Missoulian* comments editorially on the mothers' club:

"For a good many months the news columns of The *Missoulian*, at intervals, have recorded the meetings of the local mothers' clubs. The pioneer of these local clubs, we believe, is the one whose home is in Daly's addition to Missoula. This club has been in existence for several years—in fact, ever since the section of town which it represents, was built up. Other parts of the city have followed the very excellent example of the mothers of Daly's addition; other clubs have been formed; some of them meet at the homes of members; on the north side, the local club meets in the Whittier school-house.

"Wherever they meet, these clubs are doing good work. Mothers have a common interest which it is natural and proper they should bring to form the corner-stone of a club organization. From the modest beginning of the first mothers' club, which was established fifteen years ago, has come a great, nation-wide movement which is a part of the splendid evolution in behalf of human conservation. The saving of human life, the prevention of waste in human energy—these are purposes in whose execution the mother can take the leading part.

"Generally stated, the purposes of these mothers' clubs are: to elevate the standards of the home, to secure wiser parenthood, to work for the welfare of all children. The mother is the dominant force in the shaping of character. The home, the school and the state are so closely

interrelated that whatever affects one, either for good or for evil, affects all. Political corruption may be prevented by the proper exercise of the home influence and thus the state becomes the richer through the effort of the mother.

"The neglected child is not always the child of poverty. Merely to provide for the material needs of the child does not constitute the full duty of the parent. A child may have a home in which luxury reigns and yet be starved as to mental and moral development. We know children in modest homes who are infinitely richer than some of their companions who live in luxury.

"Nor does the proper sphere of the mother-influence have its limit in the circumference of the home circle. Allied with the primary purpose of the mothers' club is the effort to interest legislators in the welfare of children and to secure laws which will be for the lasting physical benefit of the child; to secure the co-operation of boards of health; to watch over waifs thorough the medium of a proper sort of juvenile probationary court; to rouse the whole community to a realization of duty and responsibility to the blameless, neglected and dependent children.

"The making of good citizens is a duty in which we all share the responsibility. To train children to good citizenship is to reduce the cost of Courts and prisons. Here in Montana, only last year, we had the instance of our state university being deprived of needed funds because, the state could not spare the money

on account of the great demands of the state prison. The reduction of the number of inmates of the prison relieves the state of the too-heavy burden of maintenance of the prison and releases funds for other work.

"The work of the mothers' club is civic work in its truest, broadest sense. Every man and woman, who is interested in the solution of the grave problems of social justice, should welcome this influence into

the field of human endeavor. The work must start in the home. From the home, the influence of the mother will extend to the broader field as her children enter the world of activity. The graduates from the home, who have the diploma of good-citizenship, signed by the mother, possess a degree cum laude which is more to be desired than any honor which can come from a university."

Wider Use of School Buildings

THE school buildings of our land and the grounds surrounding them should be open to the pupils and to their parents and families as recreation centres outside of the regular school hours. They should become the radiating centres of social and cultural activity in the neighborhood, in the spirit of friendliness and co-operative work, omitting all activities and exercises tending to promote division or discord. They should give opportunity for continuation schools, vacation schools, and for industrial, horticultural, and agricultural training, as well as for the education of adults through lectures and through school and college extension classes.

To safeguard, however, the integrity, privacy, and hygienic security of our schools (which are, in reality, the homes of our children during a large part of their waking hours), so that the more subtle elements residing in the educational atmosphere of a well-regulated school may be preserved, and the children guarded against the unsanitary conditions eventually following in the wake of promiscuous gatherings, this wider use of the school plant should be controlled exclusively by the school authorities; the buildings during such use, and the persons thus using them should be subject to medical inspection whenever, and in whatever manner required.

"I am delighted with the CHILD-WELFARE MAGAZINE; I get so many good things out of it to read to my clubs."—
FROM A MINISTER'S WIFE.

"The CHILD-WELFARE MAGAZINE is indeed invaluable. I only wish all mothers could

be made to know its place in the home."

"Words cannot express my appreciation of the CHILD-WELFARE MAGAZINE; it means a great deal to me, and I 'boost' it whenever possible.

"With hopes for 'better mothers.'"

Aims and Purposes of National Congress of Mothers

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may co-operate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to co-operate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

EDUCATIONAL COMMITTEE

Dr. M. V. O'SHEA, Madison, Wis.
Mrs. ORVILLE T. BRIGHT, 6515 Harvard Ave.,
Chicago, Ill., Vice-Chairman.
Miss GERTRUDE VAN HOESSEN, Chicago University.
Prof. A. CASWELL ELLIS, Houston, Texas.
Prof. WM. A. McKEEVER, Manhattan, Kansas.
President H. L. WHITFIELD, Columbus, Miss.
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Dr. ROBERT N. WILLSON, Phila., Pa.
Mrs. MARY D. BRADFORD, Kenosha, Wisconsin.
Prof. EDWARD ST. JOHN, Hartford, Conn.
Prof. E. A. KIRKPATRICK, Fitchburg, Mass.

ANNUAL CONVENTIONS OF STATE BRANCHES NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

CONNECTICUT, ROCKY HILL, April 24-25.
INDIANA, LAFAYETTE, May 12-13.
MISSISSIPPI, POPLARVILLE, June 3-4-5.

WISCONSIN, CATHEDRAL INSTITUTE, MILWAUKEE, May 9.

State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks the attention of every press chairman to the necessity of complying with this rule.

ARIZONA

The Jerome Mothers' Circle is framing pictures for the school rooms and planning play-grounds. They gave a home cooked food sale at which they netted over forty dollars, which has been an encouragement, for they need money for the work.

CONNECTICUT

As an example of the influence exerted by mothers' circles outside of the larger

centres, East Windsor, which is largely a farming district, maintains a club of 46 members, which among other activities supports a sewing teacher in the public school. This is done from proceeds obtained from food sales and entertainments.

Like evidence of activities are found among the recent immigrants in the industrial centres. An Italian mother is president.

The president of the Lowell House

Mothers' Club, Mrs. Frank McManus, reports that her club on February 25, 1913, entertained the Marguerite Club, composed of Italian mothers. In addition to a musical program, Miss Leymore gave a sketch of Martha Washington in Italian (interpreted into English, as was much of the program, by Dr. Theele).

This is significant as developing knowledge of American history, the encouragement of community spirit in cities, and above all reveals the readiness of recent comers to this country, to adopt American customs and conform to American ideals when given the opportunity to do so.

The annual convention of the Connecticut branch National Congress of Mothers will be held April 24-25 at Rocky Hill. Mrs. E. F. Belden is chairman of the Committee of Arrangements. Luncheon will be served by ladies of the Rocky Hill Methodist Church on April 24, and by ladies of the Congregational Church on April 25.

DELAWARE

The council meeting of the Delaware State Branch of the National Congress of Mothers' and Parent-Teacher Associations was held in Milford, Del., February 13, at the home of the president, Mrs. George W. Marshall. The following new officers were elected: vice-president, Mrs. O. V. Wooten, Laurel; recording secretary, Mrs. James Aron, Dover; auditor, Mrs. William Orr, Lewes; directors, Mrs. Thos. Garrison, Cheswold, Mrs. John Wharton, Houston, Mrs. S. M. Donnell, Newark, Mrs. James Crossmore, Wyoming, Mrs. William Benson, Dover.

Chairman of committees appointed to fill vacancies: Play Grounds, Miss Elizabeth Talley, Wilmington; Sex Hygiene, Mrs. Alex. Rosa, Milford.

Cheswold Parent-Teacher Association, just organized, was made a member of the Delaware Branch. Mrs. Thos. Garrison is president of this new association.

It was decided to hold a council meeting in Laurel, May 28, each member to take a box lunch. We will have one speaker and officers and chairmen will make reports.

In order that our work may be more progressive and extensive county organizers were appointed by the president, namely, Mrs. O. V. Wooten, of Laurel, for Sussex Co.; Mrs. James Aron, of Dover, for Kent Co.; the New Castle Co. organizer to be appointed later.

The following delegates and alternates were elected to attend the Seventeenth Child-Welfare Conference of the National Mothers' Congress to be held in Boston, Mass., May 15 to 21, 1913:

Delegates: Mrs. Louis Mustard, Lewes; Mrs. James Aron, Dover; Miss Halkett, Wilmington. Alternates: Mrs. Thos. Virden, Lewes; Mrs. Bunstein, Milford; Miss Elizabeth Talley, Wilmington.

At this hour a recess was taken. Our president invited us to a beautiful luncheon and a most delightful hour was spent with our hostess. Much mutual benefit was derived from the following topics which were discussed by the members after the luncheon: Domestic sciences and manual training and their adoption in our public schools; good roads and a bill being now in the Legislature to introduce a road primer in the rural schools; and sex hygiene.

The president urged as many as could to attend the National Educational Association which was to meet in Philadelphia on February 27 to March 2.

Three ministers of Dover preached on Child-Welfare Sunday, February 16.

We were not able to celebrate Founders' Day on the seventeenth in our association on account of a previously arranged program earlier in the month as my report of last month will show, so we celebrated it March 10 by the following program which was very interesting and helpful: Music; Origin and History of the Congress, by Miss Ethel Barnard, a high school teacher; Aims and Purposes of the Congress, by Miss Maud Lodge, a high school teacher; music; How Fathers Can Help in the Child-Welfare Movement; ten-minute address by Mr. James H. Hughes, prominent lawyer; How Mothers Can Help, ten-minute address by Mrs. Lila Aron, a public speaker and member of our association; How the Pulpit Can Help, ten-minute address by Rev. J. W. Weddell, Baptist minister; How the Educator Can Help, ten-minute address by Prof. George Messersmith, principal of our school.

March 4, Mrs. Lila Aron addressed a large audience in the People's Church, Dover, subject, "Disguised Robbers," which was a plea for the boy and girl.

March 12, our Parent-Teacher Association with representatives all over the state of the Grange, Sunday-school, Woman's Christian Temperance Union and anti-tobacco societies were given a public hearing in the House of Representatives on the Anti-cigarette bill. This bill has passed the Senate by a vote of ten to four, but we find it is a much harder fight in the House.

Mrs. ROBERT E. LEWIS.

ILLINOIS

MESSAGE OF TEACHERS TO A PARENT-TEACHER ASSOCIATION.

CHICAGO, Ill., Sept. 30, 1912.

TO THE PARENTS OR GUARDIANS OF STUDENTS OF THE WENDELL PHILLIPS HIGH SCHOOL:

In sending your children to the Wendell Phillips High School you expect the school to make them stronger and better fitted to meet the problems of life. The school stands ready and anxious to do this, but it cannot succeed without your help. The

teachers know from long experience that unless they have the sympathy and the active assistance of parents their labors are largely in vain.

WHAT THE SCHOOL CAN DO.

In training your sons and daughters the Wendell Phillips High School guarantees to see:

1. That they study while in school.
2. That they receive the best instruction and assistance in the class room and in the school.
3. That they conduct themselves properly in the school building.
4. That they have proper moral surroundings and are protected from evil influences while in school.
5. That they have advice and direction as to proper study and conduct outside school.
6. That they shall be treated justly and sympathetically and shall receive a "square deal."
7. That they be taught self-knowledge, self-reverence and self-control.

WHAT THE PARENTS CAN DO.

That is as far as the school can go. But the success of your children depends as much upon how they spend their time out of school as in school. The school has your children less than six hours of the day. What they do during the other hours may offset or entirely destroy all that the school can do for them during the six hours. Thus more than three-quarters of the day's time can be legally controlled only by you, as parents. Therefore the Wendell Phillips High School asks you to help in its work with your children by bringing about the following necessary conditions:

1. That your children have definite study hours, and that they study at least two hours at home.
2. That they form the habit of staying at home in the evening. If boys or girls are absent from home at night, no matter how plausible the excuse, you cannot be sure they are safe. This applies to boys as well as to girls.
3. That you know definitely how and where and with whom they spend their time after school.
4. That they do not spend too much time on the streets. Neither boys nor girls, especially girls, can afford to get the reputation of idling on the streets.
5. That your children do not get the moving picture or vaudeville "habit" to the extent that they waste a great deal of time and money at such places. A little of this sort of amusement is enough. There can easily be too much. It would be wise

to learn whether the pictures shown are unobjectionable before permitting the children to go to all. Girls should not go to these places alone, and never should go at night unless accompanied by responsible older persons.

6. That your children do not attend social gatherings, parties, or other entertainments, on nights preceding school days, nor participate in "home-talent" entertainments which occupy their time and divert their time from study, unless under the supervision of the school.

7. While some persons seem to consider the public dance necessary in the absence of enough room in private homes, still such entertainments, even at the best, are poor substitutes for home parties, are of doubtful social propriety, and are liable to be demoralizing to boys and girls of high school age.

8. That your sons' and daughters' "chums," or companions, are proper persons to associate with. Know who these companions are, invite them to your home, and if you find they are not suitable, break up the companionship.

9. That your daughters dress as school girls should, inexpensively, healthfully, modestly, and not in extreme or "freakish" fashion, of clothing, hair or decoration.

10. That fathers instruct their sons and mothers instruct their daughters, in a wise and appropriate way, as to certain physical facts of their natures, which are especially necessary for young people of high school age to learn from pure and uncontaminated sources, for both their physical and their moral protection.

THESE THINGS ARE IMPORTANT.

The ten points just enumerated are of vital importance. Some persons do not seem to realize how important they are. Those who have had long experience with large numbers of young people do know. Some parents seem to think there is no danger in the case of their children. But nobody's son or daughter is safe at the high school age. Even children whose home influences are of the best, require as careful watchfulness and guidance as others.

DEMOCRACY IN EDUCATION.

A public high school should be absolutely democratic. Its training should be education of the people, for the people, by the people. All of its students must be on an equality. Hence anything that savors of class distinction or exclusiveness should be forbidden. For this reason, fraternities, sororities, or exclusive social clubs have no place in such a school, and it is the duty of parents to see that their children do not organize or join such associations. For the same reason, high school students should not dress expensively or

make a lavish display of adornments. That sort of thing is in bad taste, and is a pitiful exhibition of crude vanity.

MASSACHUSETTS

Child-Welfare Day was generally observed throughout Massachusetts. The pastors of the churches were requested to preach on some phase of child-welfare on February 16, and their subjects ranged from the consideration of race regeneration to the practical physical, moral, and spiritual training of the child. On February 17 the state president spoke at the National Parent-Teachers' Association in Leicester on "Conditions and Remedies, Results and Encouragements Pertaining to the Work of the Parent-Teacher Association as Related to Child-Welfare." The audience was composed of all the societies of the town, which had never been called together before. There were: The Woman's Relief Corps, the associations from the Congregational, Methodist, Unitarian and Catholic churches, the Daughters of the American Revolution, Col. Henshaw Chapter, the Topic or Woman's Club, the Shakespeare Club, and the W. C. T. U. These were guests, and the presiding officer was the local president, Mrs. J. S. Whittemore, who aroused the enthusiasm of the audience. After a musical program by the members of the academy and grammar school children and Mrs. Warren, the State president, considered the following evils existing in America:

1. Death of Infants: A baby dies every ten seconds. Of the two million born every year in America, 4 per cent. die before they reach the age of one year.

Remedy: Trained mothers.

2. Polygamy on the Increase.

Remedy: Fight—by influence, politics, knowledge, warnings.

3. Hoodlums Increasing.

Remedy: Furnish occupation, boys' clubs, build gymnasiums, open school houses to take place of street corners.

4. White slave traffic: Appalling business, fabulous revenue by those who run it.

Remedy: Make evil known—scientific laws of health should be taught in school, close up houses of ill-fame.

5. Increase of Feeble-minded and Degenerate.

Remedy: Health certificate of marriage, segregation, render impossible the propagation of degenerates.

6. War—Great expense of men, strength of nation and money.

Remedy: Air ships which will destroy all the dreadnoughts by bombs.

Results: (1) race regeneration; all the nations of the world combined to make a wonderful race. (2) advancement according to highest ideals.

MISSISSIPPI

We are organizing parent-teacher associations and mothers' clubs over the state. Hattiesburg has a mothers' city council which meets once a month to discuss city, school, and home needs. We have created a Class of Parenthood, with Dr. Mary Farinholt Jones, of the State Normal, as hygiene lecturer.

A committee to meet with a joint committee from each federated club in Mississippi will plead before the State Legislature for a home for our homeless children. We have appointed a committee to meet with the State Medical Association in Jackson in April, asking the co-operation of the doctors of Mississippi in securing hygiene courses in homes and schools.

The co-operation of Hattiesburg Commercial Club is asked to arrange for a state bulletin, comprising all the workings of the Mississippi State Congress.

The National Kindergarten Association has arranged a kindergarten lecture at the Mississippi State Congress at Poplarville in June.

MISSOURI

The first annual convention of the Missouri branch of the National Congress of Mothers will be held in Louisiana, Missouri, April 29 and 30. The invitation to hold the meeting there has been so enthusiastic that the Congress deemed it best to accept it. The program is being prepared by a committee of which Miss Collins, President of Pike College, Bowling Green, is one of the most active members.

KANSAS CITY NOTES

The conference of officers and chairmen of committees of the Parent-Teacher Associations of Kansas City was held in the Public Library. Every congress association in the city was represented. Several district superintendents of the City Public Welfare Board were also present and agreed that the social centre movement in schools depended on the energetic work of the Parent-Teacher Associations, saying that such organizations meet the needs of most districts better than any other activities. A letter from the principal of one of the schools was read, saying that he wanted to thank the Mothers' Congress Club for the assistance and support it had given him in the work of his school.

Mrs. F. B. Barnes, second vice-president of the Missouri Congress of Mothers and Parent-Teacher Associations, presented a petition to the Legislature asking for laws allowing school-houses to be used as social centres. Those present were requested to have this petition signed by all voters in their district if possible.

Mrs. E. R. Weeks, vice-president of the National Congress of Mothers, stated that while Kansas City already enjoyed free

access to the schools, yet they should get as many signatures to this petition as possible that the same privileges may be gained for sister cities.

Mr. J. H. Hulbert, secretary of the Board of Public Welfare, instructed the district superintendents that they may take time to attend parent-teacher conferences, as they are valuable aids to social progress.

The public librarian will publish lists of good papers for use in parent-teachers' meetings—and will keep them on hand when possible.

The officers of various associations were invited to attend the monthly meetings of the Executive Committee of the conference.

ST. LOUIS

The patrons of the Dozier School met in the school-rooms Tuesday evening and organized a permanent Parent-Teacher Association. This is truly an innovation for St. Louis, for while we have the Patrons' Alliance and Mothers' Study Circles in many of the schools, co-operating beautifully together, yet this is the first organization yet formed in the city where the father, mother and teacher were united to work for the child.

The following officers were elected: president, Judge C. W. Holtcamp; first vice-president, Dr. Wm. Say; second vice-president, Mrs. Francis Russell; secretary, Mrs. Norman Windsor; treasurer, Mr. Geo. Houston. Sixty-five members enrolled.

More than 100 attended the Child-Welfare Day celebration, given under the auspices of the Sherman School Mothers' Circle, in the kindergarten room of the Sherman School, February 17, to commemorate the seventeenth anniversary of the founding of the National Congress of Mothers. The meeting was opened with a piano solo by Miss D. Messmer, followed by an address of welcome by the president of the circle, Mrs. A. Scheckner, who also read the message of Mrs. Theo. Birney, founder of the congress.

The Harrison School Mothers' Club of St. Louis County had a most interesting and instructive meeting recently. This club has been doing a great deal of charity work this winter, having furnished poor families of the neighborhood with clothing, food and fuel, and is a prosperous organization in that new members are being added continuously and older ones are becoming fired with the enthusiasm of their leader, Mrs. W. D. Goshert.

NEW YORK

The Mothers' Clubs and Parent-Teacher Associations of Hornell are doing excellent work. On February 13 a joint meeting of the six organizations was held. Mrs. James L. Hughes, of Toronto, spoke on "Some Phases of Child Development." The attendance was large, the address practical, and the mothers enjoyed meeting

Mrs. Hughes at an informal reception, which followed the address.

The High School Parent-Teachers' Club was organized Dec. 12, 1912, with the following officers:

President, Mrs. Mary C. Williams; vice-presidents, Mrs. S. E. Mason, Bryant District; Mrs. H. G. Preston, Columbian District; Mrs. W. R. McHenry, Irving District; Mrs. Ingalls, Lincoln District; Mrs. Alexander Hall, Washington District; recording secretary, Miss Ethel M. Pearson; corresponding secretary, Mrs. Fred Chapman; treasurer, Mrs. F. A. Wygant.

The program for 1913 of the Hammondsport Mothers' Club shows practical mother work planned for this active organization, the results of which must be educational and beneficial in home life. Topics to be discussed are: "The Habit of Cheerfulness," "Self Control," "Parents' Meeting," "The Girl of To-day," "What to Do with Children During Vacation," "Boyville in Your Back Yard," "Should Mothers Become Acquainted with the Home Life of the Associates of Her Children?" "Thanksgiving and Domestic Science," "Holidays."

Mrs. Orson Brundage, an interested worker for this club, is chairman of child study for the Mothers' Assembly of the State of New York.

At the annual guest day of the Mothers' Club of Buffalo, N. Y., held Feb. 24, Mrs. Albert W. Weaver, the presiding officer, introduced Mrs. Anna Botsford Comstock, of Cornell University, president of the American Nature Study Society, who addressed the members and guests on "The Real Value of Nature Study in the Family."

Mrs. Comstock said "a mother can begin nature study in the home by fitting the child to enjoy out of door life. Beginning with simple suggestive stories, keep the child investigating, and make him feel that the nature story is a continued story, and there is always something coming. Nature study develops the power of observation. It teaches the value of absolute truth; it cultivates a love of the beautiful and a perception of color. A child soon learns that he cannot *manage* nature."

"Nature study puts emphasis on kindness instead of cruelty. It encourages a natural desire to protect, which will develop into kindness to humanity as well as to plants and animals."

"You may not like what the child likes, but if you like the child well enough let him lead," said Mrs. Comstock, "and you will find that nature study will cultivate the child's mind."

OREGON

Child-Welfare Day was proclaimed by Governor West. Sunday, February 16, many pastors selected themes on Child-Welfare for their sermons. Parent-Teacher

Circles celebrated on various days during the week beginning February 17. Woodlawn, Vernon and Highland Schools had a joint meeting. Hammond and Wilsonville celebrated.

The Parent-Teacher Circle of Hammond purchased a piano for their school. Mrs. Hugh Fitzpatrick, the president, is also one of the state vice-presidents, and is an able, conscientious worker for the betterment of homes and schools. A circle recently organized at Mulloy, called the Carlon Parent-Teacher Circle, has a "live wire" president in Mrs. C. M. Stites.

Though there are only 16 members in this little rural circle, \$47.50 was recently raised by an entertainment, the proceeds to be used for building a culvert across a road where it has been impossible for the children to pass over dry-shod during the winter rains. Other circles have been organized in Carus, Jennings Lodge, McMinnville and Gaston. The State President, Mrs. Robert H. Tate, addressed meetings the past month at Lafayette, Mulloy and Montarilla.

The Portland Council held a large meeting this month. The presidents and officers of city circles are taking an active interest in play grounds, garden contests and improving school conditions.

The president, Mrs. W. J. Hawkins, appointed a committee to investigate proposed new text-books to be selected by the Board of Education.

All mothers were urged to exercise their right to the franchise by registering at once. It is thought that the success of issuing the \$2,000,000 bonds for our play grounds and parks will depend largely on the women's vote. The article in the February number of CHILD-WELFARE, "Suitable Dress for School Girls," written by our Mrs. J. C. Elliott King, has been in great demand by circles. Mrs. King has demonstrated dresses on young girls at various places, also showing the ideal hair dressing for school.

The Executive Committee of the Congress assisted the Ways and Means Committee in a campaign to raise funds to establish a Parents' Educational Bureau in Portland. Mrs. Thomas G. Greene, the chairman of the committee, with her numerous helpers did very effective work in advertising Child-Welfare activities as carried on by the Congress of Mothers and raised \$800 in sale of small silk American flags. They are continuing their efforts to secure an additional thousand dollars by subscription.

Three large, light, well-ventilated rooms have been secured in the new Court House and the Board of Directors are busy furnishing these headquarters. At this Bureau will be found literature bearing upon all phases of child-life—from the new-born infant to the adolescent period; also a section on eugenics where parents may receive help in instructing children.

The maternal educational section will contain all equipment necessary to demonstrate talks to expectant mothers, including the care of infants from the daily bath to the proper manner of feeding and clothing. The modern infant's outfit, simple and inexpensive, will be exhibited.

The Oregon State Fair Board has appropriated \$1000 for the exposition of Eugenics and Child-Welfare Exhibit to be held at the State Fair next fall.

At the recent session of the legislature three very meritorious bills were passed besides the Dependent Widows' Pension Bill, that will have a direct bearing upon the homes—women and children. They are the minimum wage law for women, the appropriation for an Industrial School for girls and the Workmen's Compensation Bill.

Several educational bills were passed that will give to Oregon a higher efficiency in school work.

PENNSYLVANIA

Activities have greatly increased with the coming of the present year. Throughout the State growth is phenomenal. There have been many meetings of wide interest where the assemblages were noticeably large and the audiences of the type, to wing the messages heard, to put into action the best suggestion from the thought presented.

The First Child-Welfare Conference held in Harrisburg, February 3, 4 and 5, will radiate influence which shall make new life in existing organizations, bring into existence many others, for from many towns near the capital city came women wholly unacquainted with the Congress work. They had their "civic meetings," their "temperance societies," their "ladies' aids" but "nothing like this" and this we must have was the declaration of many volunteering statements of impressions. Every phase of Child-Welfare was touched. The church, the laity, educators, legislators, chief executives and heads of departments enthusiastically told of determination to work along Congress lines. Social workers and delegates told of work accomplished. Each address was a gem in itself, as were the impressive words from our State President, Mrs. George K. Johnson, and our National President, Mrs. Frederic Schoff.

A conference of the Parent-Teacher Associations in Western Pennsylvania was held in Pittsburgh, February 20. Through the work of our Field Secretary, Miss Cynthia P. Dozier, the number of these associations has so increased that Mrs. E. E. Kiernan, of Somerset, Vice-president of Pennsylvania Congress, desiring to cement the interest, called a meeting of representatives from every western association.

The interest and enthusiasm manifested by the reports of delegates was most inspiring. The addresses by Mrs. Frederic Schoff, Mrs. Geo. K. Johnson, Superintendent Heeter, Miss Alice Parker were very

impressive. It is hoped that an annual conference may be held for the western mothers' and parents' associations.

With the prospect of such a meeting of the Central Parents' Associations to be held in Wilkes-Barre and the probable organization of the southern section in Gettysburg the field will be so well covered in Pennsylvania that the work will be readily handled.

The Pennsylvania Congress will again offer Scholarships in the University of Pennsylvania Summer School.

The winter's work has been pleasantly blended with sociability. Mrs. Edward V. McCaulley, Auditor of the Congress, gave a luncheon in honor of Mrs. George K. Johnson, in January. On Child-Welfare Day, Mrs. Frederic Schoff entertained the Executive Board at luncheon in commemoration of the day and in honor of Mrs. Johnson. On March 15th, Mrs. Charles Gilpin, Jr., gave a luncheon to the Board to meet Mrs. Johnson. At each of these delightful affairs zeal has been renewed and wider work planned.

During the meeting of the Department of Superintendence of the National Education Association the members in Pennsylvania enjoyed rare opportunity to hear discussion and at the luncheon at the Bellevue-Stratford, which followed the Sessions of the National Congress in the Clover Room, nearly three hundred adherents of the Congress gathered. Commissioner P. P. Claxton, Dr. Pearson, of Kansas, Mr. E. A. Fairchild, of New Hampshire, each told of profound belief in the value of Parent-Teacher meetings, as did also Mrs. Rudolph Blankenburg, wife of the Mayor, who gave greeting from Philadelphia.

The Philadelphia Mothers' Club gave a tea to members of the National Executive Board, at the home of Mrs. Herman Birney. Over two hundred invitations were sent out and honored.

Allentown but recently organized is pushing a vigorous campaign, meeting splendid success and receiving hearty support of every newspaper.

The Joseph Leidy School Association continues its English Literature Class for its mothers of foreign birth, discusses the housekeeper's problems, does not neglect civics, keeps in touch with the works that shall bring greatest good to the greater number.

The Lansdowne Mothers' Council gave a delightful evening to the townspeople. First a playlet "Much Ado About Nothing," this followed by an address by Mrs. Schoff, while a musical program closed the evening. Mrs. Alfred C. Balch was the leader in planning and executing the affair, all of which was enjoyable, instructive, and entertaining.

At a regular meeting of the Lansdowne Mothers' Council in February, their vice-president, Mrs. Ira Atkinson, gave an interesting report concerning her work

among the colored people in Fernwood.

The club's treasury has been enriched above all expectations by the proceeds of their entertainment, given with local talent and at which Mrs. Frederic Schoff made an address. Two of their members, Mrs. Nelson O. Lyster and Mrs. A. C. Balch, were sent as delegates to the Mothers' Congress luncheon at the Bellevue-Stratford on March 1. The paper for the day was on "The Child's Religious Training in the Home."

TEXAS

The Texas branch of the National Congress of Mothers is planning a child-welfare exhibit at the State Fair.

It has presented to the Legislature a bill providing for a Child-Welfare Commission to be appointed by the Governor.

VERMONT

In Rutland the Parent-Teacher Association of the Madison School has provided a piano for the school.

The School Street Association has provided treatment and care for a crippled boy, by a noted specialist. Another boy, who has dragged himself on his hands and knees from his bicycle into school, is also receiving treatment through the efforts of this Parent-Teacher Association. The boys in the school are very kind to him and tenderly help him on and off his wheel. All along the way this great work is blossoming in Vermont. It has a tremendous power. The harvest is plentiful but the laborers are few.

Mrs. Henry A. Harman, who was one of the candidates for school commissioner, was defeated through the work of the liquor dealers. The Parent-Teacher Associations must in future use greater effort to secure the valuable service of so competent and experienced a woman as Mrs. Harman for this position.

WASHINGTON

The Spokane branch of the Mothers' Congress held a large and enthusiastic meeting in February and gave a great boost to child-welfare.

WISCONSIN

The Wisconsin Branch of the Mothers' Congress is working for the Mothers' Pension Bill, stipulating that very careful investigation be maintained when this pension is awarded. Dr. Ida Schell, chairman of the Child-Hygiene Department, has begun an exhibit where an illustrated lecture on sanitation will be given.

About twenty-five new circles throughout the State are interested in the Congress and will probably unite with it. The demand for speakers is constant, and the need for those who will aid the work in this way is great.

Professor Guy D. Smith, of Fond du Lac has given a splendid endorsement of the

work: "I am pleased to endorse the work of mothers' circles and parent-teacher associations as I have known them. We have nine such clubs in our city,—one is connected with each grade school. Through the aid of such clubs greater public interest has been aroused in the work of our schools and the welfare of children; teachers and parents have been brought into closer and more helpful relationship, school play grounds have been equipped, and better conditions have been created in the schools and in many of the homes. I believe that mothers' clubs and parent asso-

ciations are destined to perform a constantly increasing service to our coming citizens."

Through the efforts of the Cass Street Mothers' Circle a much needed play ground has been secured.

The annual conference of the Wisconsin Branch of the Congress will be held in Cathedral Institute, Milwaukee, May 9. Judge Sheridan is to give an address in the evening.

The MAGAZINE is splendid. We have many new members and the membership committee is doing fine work.

Child-Welfare in Other Lands

CUBA

The Cuba branch of the National Congress of Mothers and Parent-Teacher Associations will be organized in May by Madam G. C. de Ortiz Coffigny.

Baby saving and a school breakfast for poor children in public schools will be a part of the work planned.

They hope next winter to be in such a thriving condition that they can invite the officers of the National Congress of Mothers to pay them an official visit.

FRANCE

The American Child-Welfare Exhibit will probably be seen in Paris in June, eminent French educators declaring it one of the greatest steps forward in the history of race betterment.

At present the combined New York and Chicago exhibit, or those parts of it of special interest to the English, is in London. It goes to Liege, Belgium, from the British capital, and from there will, in all probability, make a conquest of Paris. The exhibit will be brought here with money subscribed by the American colony in Paris. The French Government has signified its willingness to give a suitable building, free of charge.

SALVADOR

The Minister of Foreign Affairs of Salvador reports that the Salvadorian Government accepts the invitation to be represented at the Third International Congress on Child-Welfare held in Washington April, 1914, and that delegates will be named in due time.

Letters From Subscribers

FROM A MOTHER FORMERLY A TEACHER

"The CHILD-WELFARE MAGAZINE impresses me as of more high grade than any other publication I know of in the field."

"As a mother I could not get along without the magazine and I am sending the other copy as a Christmas gift."

"It is with great pleasure I send you the name of a dear friend who I know will appreciate your fine MAGAZINE as I do. I have found it a power of help and inspiration, and being the mother of four healthy, lively children, two girls and two boys, I realize that I need all the help I can possibly get. My husband, too, enjoys Child-Welfare."

DEAR CHILD-WELFARE MAGAZINE:

The splendid article in CHILD-WELFARE MAGAZINE on "Baby Saving and Child Hygiene" makes me feel this stupendous work of helping mothers to save their babies would be a worth-while undertaking. Not long ago I saw a mother feeding an ice-cream cone to a seven months' old baby. I could not refrain from trying to show her the effect of such procedure, and while she took that particular suggestion kindly she must have made a series of such errors, for only two weeks later the poor little tot was laid in our cemetery, and the mother, a well-meaning creature who loved her child, was broken-hearted. I should like to be able to help in this work intelligently and with system.

C. C. S.

Message to the State Chairman and Committees of Department of Child Labor

Now when the Legislatures of the different states are in session is the time to work, and work hard, for the passage and enforcement of efficient child-labor laws in every state of the Union.

Where there are child-labor laws which have not been enforced, or where they are inadequate to meet the existing conditions, I plead with you, with a reawakened sense of patriotism for your country called(?) the home of the *brave* and the *free*, to go as a body of consecrated, earnest women, either in person, or in personal letters to your legislators, and demand that the children, who are soon to become the citizens of this nation, shall be trained to a higher, nobler citizenship than the majority of their parents found possible under existing conditions.

For one hundred years England has been fighting for adequate child-labor laws, and never was she able to accomplish very much until it became necessary to enlist soldiers for the Boer War; then they found thousands of men who would be mere pygmies when fighting the sturdy Boers, whose families for generations had worked in the factories and mills of England; and *then* the Government began to investigate and reform.

The conditions in our own country will be the same in a few generations if the evils of child-labor are not completely blotted out.

If necessary I can give you the names of factory and mill inspectors who have found unspeakable conditions existing in mills and factories where women and children are employed. Some instances in canning factories where the children under twelve years of age were forced to work fifteen hours a day, and the sanitary conditions were horrible; others where the children worked ten hours per day, and the inspector, having seen tiny children enter the mill and on inspection not finding them at work, accidentally pushing off the cover of one of many barrels standing around, and finding the little children in barrels; still another instance, finding little children lame from kicks given them by the foreman of the mill to urge them to constant labor during the ten hours. These were little baby girls who would not be left an hour in our homes without the constant protection of a competent and kind nurse. On investigation at the manager's offices and then at the homes it was learned that the affidavits signed by the parents had to be signed by a cross mark, as the parents could neither read or write, and supposed they were signing permission for the children to work, when they were really signing affidavits that the tiny tots were fourteen years of age.

In Maryland, Delaware, New York,

Louisiana, California, and Florida, there have been canning factories where mere babies are employed and work as high as eighteen hours daily, always eleven hours daily.

Last season one of the Charlotte, N. C., newspapers had an editorial concerning a carload of sixty-four babies going to the canning factories of Maryland or New York.

In the glass factories in Massachusetts, New York, Pennsylvania, New Jersey, Ohio, Indiana, Illinois, Wisconsin, Missouri, Kansas, West Virginia, Maryland, Virginia, Tennessee, Georgia, and South Carolina, where only 190 factories were inspected, the total number of hands employed normally was 54,964 persons, and 5705 were children under sixteen years of age. The states of Texas, Kentucky, California, Colorado, Washington, and Oklahoma were not included in this investigation in 1911.

In nearly every state of the Union we have laws rigidly enforced to protect fish and game, but alas! how few laws to protect the thousands, aye millions of children who will become the citizens of this country in a few years.

In the cigar factories of Tampa, Florida, at present there are only about 10 per cent. of children under sixteen years of age, because the National Child-labor Commission has been actively engaged in securing a child-labor law for Florida. Do you realize what it means for these badly nourished, impoverished little children to work in these factories, where nearly every Cuban cigarmaker has tuberculosis, and every breath of air which enters these children's lungs is infected with tubercular germs? It would be far more merciful to place these children in a boat and sink the boat in the bay, because the death agony in this instance would at least be short.

In one of our most prosperous, beautiful southern cities, I recently heard Dr. McKelway, the southern secretary of the National Department of Child-Labor, say, there were many children employed in wholesale liquor houses, who were under fourteen years of age, and that the messenger service in New York City and State when investigated was found to be under such horrible conditions, that when the facts were presented to the presidents of these concerns, they unhesitatingly refused to employ messengers under eighteen years of age.

These are a few, a very few, of the conditions confronting us at present, but sufficient to make the Christian fathers and mothers think and work.

MRS. SEYMOUR ALLEN MYNDERS,
Chairman, Department of Child-Labor,
National Congress of Mothers.

MAY 10 1913

Seventeenth Child-Welfare Conference Number



CHILD-WELFARE MAGAZINE

Vol. VII

MAY, 1913

No. 9

PUBLISHED MONTHLY FOR THE CHILD-WELFARE COMPANY
By J. B. LIPPINCOTT COMPANY, 227 South Sixth Street, Philadelphia

\$1.00 A YEAR

10 CENTS A NUMBER

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Entered as Second-Class Matter, November 29, 1909, at the Post Office at Philadelphia, Pa., under Act of March 3, 1879

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